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THE SELECTION AND TRAINING OF OFFICER
INSTRUCTORS FOR MARINE CORPS SCHOOLS

CHARLES WELLEY SHELBURN

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THE SELECTION AND TRAINING OF OFFICER INSTRUCTORS
FOR MARINE CORPS SCHOOLS

A THESIS
SUBMITTED TO THE
SCHOOL OF EDUCATION AND
THE COMMITTEE ON GRADUATE STUDY
OF
LELAND STANFORD JUNIOR UNIVERSITY
IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
FOR THE DEGREE
OF
MASTER OF ARTS

By
Charles Wesley Shelburne
August, 1949

THESIS
S44

APPROVED FOR THE SCHOOL OF EDUCATION

ACKNOWLEDGMENTS

The author wishes to express his grateful appreciation to Dr. James D. MacConnell, whose constant guidance and generous help carried the entire work to its completion. To Lt. Col. B. D. Godbold, U.S. Marine Corps, the author is deeply indebted for helpful assistance in obtaining the necessary data from the official records of the U.S. Marine Corps.

C. W. S.

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CHAPTER I

PART I

INTRODUCTION

Statement of the Problem

people as
The objectives of this study were, first, to determine what personal qualities are desirable in instructors and to establish a procedure for selecting officers with these qualities, *MC* and, second, to discover what subjects must be taught *for assignment as instructors at the MC schools. Therefore the* Marine officers to train them to be creditable instructors, and to prepare a curriculum to accomplish this.

Need for the Study

people
In order to establish the need for this study it is considered necessary to briefly discuss the organization and mission of the Marine Corps Schools and to review the present methods of selecting and training instructors for these schools.

The present mission of the Marine Corps Schools is defined, "To train officers in the tactics and techniques of warfare, with particular emphasis on amphibious operations, in order to provide competent commanders and staff officers for the field forces of the Marine Corps; and, continuously to study and review current tactics, technique, and equipment employed by landing forces, making recommendations to Headquarters for their improvement and development."

Toward the accomplishment of this mission the schools are organized as follows:

1. The ^{Command and Staff Course, formerly} Amphibious Warfare School, Senior Course, to train field officers for the command and staff duties in appropriate echelons of command within the Fleet Marine Forces, with particular emphasis on advanced instruction in the doctrines and techniques of amphibious warfare.
2. The ^{AWS, formerly} Amphibious Warfare School, Junior Course, to train majors and captains for command and staff duties with regimental combat teams or air groups of the Fleet Marine Forces, with particular emphasis placed upon the coordinate employment of air, naval, and ground elements in amphibious operations.
3. The Basic School, to train recently commissioned officers in the duties and responsibilities of Marine officers ashore and afloat, with emphasis on the duties of the platoon commander.
4. The Communication Officers' School, to train junior officers in the duties of communication officers within the Fleet Marine Forces, ground and aviation, emphasizing communications in amphibious operations.
5. The Ordnance School, to train ordnance officers and enlisted technicians.
6. The Air Observation School, ^{M&A, The Department} to train officers for assignment to duty with the Fleet Marine Forces as tactical and gunnery aerial observers.

7. The Marine Corps Aviation Technical School, to provide officers and selected staff non-commissioned officers with advanced technical instruction in aviation matters, with primary emphasis on field methods. Graduates are trained supervisors in aircraft engineering maintenance, aviation ordnance, and naval aviation supply and accounting.

8. The Extension Division, to extend to eligible Marine Corps and Marine Corps Reserve personnel by means of correspondence, the courses of instruction currently presented in the resident schools at Quantico.

An Academic Headquarters, consisting of administration, aviation, intelligence, logistics, naval subjects, naval gunfire, artillery, and special subject sections, furnishes support and coordinates the various schools.

The Schools, in addition to training personnel, prepare studies, reference material, and texts on administration, organization, tactics, technique, training, and equipment of landing forces.

Although Marine officers attend other Service Schools and civilian colleges, the Marine Corps Schools furnish the principal means of professional improvement of Marine Corps officers, and thus occupies an extremely important position in the Marine Corps organization. A well trained officer corps is vital to the maintenance of an effective armed force. The success of these professional schools depends on the quality of instruction offered, and it is absolutely necessary that these instructors be the best that can be obtained.

The present method of selection of officers for duty as instructors in the Marine Corps Schools is as follows: the Commandant of the Schools sends annually to Headquarters, Marine Corps, a request containing a principal and one or two alternate names for each instructor billet which will become vacant during the following summer. This list is prepared by each outgoing instructor who recommends the relief for his billet. These recommendations are reviewed by the Head of the Section and forwarded to the Executive Secretary for compiling for Headquarters. These individual recommendations are made on students at the schools on the basis of an instructor's data sheet (Fig. 1, p. 5), which is kept on each student whom it is believed possesses the characteristics and abilities particularly desirable in an instructor.

While this method of picking instructors from students and keeping data cards on desirable students has merit, the defects are numerous, as can readily be seen.

The selection is made from a small number of officers, by one person who has based his judgment on his observations over a very short time, where the working conditions were ideal. It must also be taken into consideration that the officers recommended will not be available for assignment, which often results in the billets being filled by available personnel who have few, if any, qualifications for the billet.

INSTRUCTOR'S DATA CARD

DATE

NAME

RANK

SCHOOL

JACKET NO.

MOS

CLASS STPG.

GCT

MAT

PREVIOUS INST. EXP.

(School)

(Dates)

(Subject)

EDUCATIONAL BACKGROUND

SERVICE SCHOOLS ATTENDED

PRIOR DUTIES:

Description of Duties Actually Performed.
(X out duties not performed)Number
of Months

Command

Personnel

Intelligence

Operations

Logistics

Specialty, if any

INSTRUCTOR'S REPORTS

Circle mark for each
characteristic.

APPEARANCE

O E VG

SPEAKING VOICE

O E VG

HOW WELL HE EXPRESSES
IDEAS

O E VG

COOPERATION

O E VG

INITIATIVE

O E VG

ANY SPECIAL APTITUDE?

P H O T O

REMARKS:

FIGURE 1. INSTRUCTOR'S DATA CARD

The present training for officers assigned to this duty consists of a two weeks' orientation course, covering orientation to the schools, educational psychology, teaching processes, and student presentations. In a two-week period, only the high points can be covered in these fields. During World War II other branches of the Armed Services found that a minimum of four weeks was necessary in a course of this kind, and the Navy's Instructor Training Courses at Bainbridge, Maryland, and Farragut, Idaho operated on a ten-month curriculum. The present school opens up many avenues for thought in the improvement of instructors; however, in order to stimulate the quality of Marine that is now being attracted by the Marine Corps, the instructors must know not only the how, but much of the why. The Marine Officer assigned to teach other officers must know the general problems underlying education, and must be thoroughly familiar with the tools at his disposal. He must not only learn the technique of instruction but learn the importance of effective teaching and become imbued with enthusiasm for this duty. Even if only the highest qualified officers were assigned to duty as instructors, the task is too massive to be effectively accomplished in two weeks. There is no magic formula that can turn out excellent instructors overnight. Even after a long training period, instructors must be closely supervised.

Delimitation of the Problem

Although officers are constantly engaged in instruction or training duties throughout their career, and enlisted men function as instructors in many of the enlisted schools, due to the importance of this particular phase, this problem has been limited to the selection of officers to duty at the Marine Corps Schools. The solutions to these specific problems can be modified to care for selection and training of other instructors, for it is only through the officers that improvement can be made in the enlisted men. These solutions will also improve the efficiency of the Marine Corps educational and training programs.

Method of Solution

In order to select officers for instructors, it must first be determined what characteristics and abilities are desirable. Many studies have been made in an effort to perfect a pre-selection procedure for civilian teachers and to establish valid and reliable criteria for measuring teacher competence. The Armed Forces have also done work on this problem. These studies were analyzed, and from this analysis a set of desirable characteristics was established. Tools which were available to the Marine Corps for determining these characteristics were examined and a procedure, utilizing suitable tools, established.

The training of instructors must be predicated upon the assumption that officers already have the necessary knowledge of the subjects which they are to teach, and the curriculum based on professional subjects, or subjects dealing with the methodology of teaching. To this end many books by civilian educators, curricula of educational and teacher institutions, and teacher training programs of other branches of the Armed Forces were examined and analyzed. Based on the results of the above, a curriculum was drawn up for the training of instructors.

PART II
CHAPTER II

FINDINGS IN SELECTING CIVILIAN INSTRUCTORS

Personal Qualifications Required for Instructors

In order to establish an intelligent selection procedure for instructors it must be determined what items are considered necessary to secure success as an instructor. Many educators of authority have attempted to define a successful teacher and have made earnest efforts to establish a definitive criterion upon which to select students for a teacher training program. Although the results have been varied, a careful analysis of these studies shows a significant agreement on many of the items considered.

Almack¹ and Osburn² have each listed the seven most important characteristics which the employment agencies believe are necessary for the successful teacher. The extent of agreement is revealed in the lists below:

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1. J. C. Almack, "The Selection of Teachers," American School Board Journal, LX (November, 1920) p. 29.
 2. W. J. Osburn, "The Personal Characteristics of the Teacher", Educational Administration and Supervision, VI (February 1920) p. 75.

J. C. Almack

1. Scholarship
2. Discipline
3. Ability to teach
4. Character
5. Personal appearance
6. Cooperation
7. Personality

W. J. Osburn

1. Ability to discipline
2. Ability to teach
3. Scholarship
4. Personality
5. Character
6. Personal appearance
7. Ability to cooperate

Ruediger and Strayer¹ made a study to find which qualities of merit principals and superintendents considered the most important. Littler² made a study of the principal reasons for teacher failure. Parallel results are shown below:

Ruediger and Strayer:
Qualities of Merit

1. Discipline
2. Teaching skill
3. Initiative
4. Personality
5. Studiousness
6. Follow suggestions

Littler: Reasons
for Teacher Failure

1. Poor discipline
2. Weak personality
3. Lack of teaching skill
4. Lack of interest
5. Lazy
6. Failure to Cooperate

Rugg³ in constructing one of the earlier rating scales used the following as main headings:

Skill in teaching
 Skill in mechanics of handling a class
 Team work qualities
 Qualities of growth in keeping up to date
 Personal and social qualities.

-
1. W. C. Ruediger and G. D. Strayer, "The Quality of Merit in Teachers," Journal of Educational Psychology, I, (May 1910) p. 274.
 2. S. Littler, "Causes of Failure Among Teachers," School and Home Education, XXXIII, (March 1914) p. 255.
 3. H. O. Rugg, "Self Improvement of Teachers Through Self-Rating: A New Scale For Rating Teacher Efficiency," Elementary School Journal, XX (May, 1920), p. 673.

H. R. Taylor¹ summarizes the qualities supervisors find essential for success in teaching as follows:

1. Teaching skill
2. Ability to discipline
3. Personality and character
4. Interest in teaching
5. Preparation and scholarship
6. Physical well being

In this same study he made an effort to determine what qualities teachers themselves considered important for their success, and in this study he secured the following data:

I. Personality-----82	
1. Personal attitude	55
2. Volitional attitude	16
3. Social attitude	11
II. Professional aptitude-----42	
1. Skill in imparting knowledge	32
2. Desire to succeed	12
III. Professional Training-----29	
1. Preparation and scholarship	26
2. Understanding of educational theory	3

Barr,² in his summary of extensive research in the field of prediction of teaching success, states that the following problem was set up to be investigated:

To select, guide, and educate teachers as effectively as we should we must know much more than we do now

-
1. H. R. Taylor, "Some Factors Involved in the Prediction of Teaching Success." M.A. Thesis, Stanford University, 1923.
 2. A. S. Barr, et al., "The Prediction of Teaching Efficiency," Journal of Experimental Education, XXV (September, 1945) p. 51.

about the prerequisites to teaching efficiency and how to identify and describe these prerequisites accurately. The purposes of this investigation or series of investigations is to study these prerequisites, their interrelations, and the validity of the instruments commonly employed in collecting data about them.

Some of the conclusions reached by Barr as a result of studying this problem were:

1. The intelligence of the teacher is the highest single factor conditioning teacher ability and remains so even when in combination with other teacher measures.
2. The attitude of the teacher toward teaching has a significant correlation with teacher ability.
3. Knowledge of subject matter and ability to diagnose and correct student mental troubles are both significantly associated with teaching ability.

Fox, Bish, and Ruffner¹ state:

To summarize, then, the following elements are basic in professional training for teachers:

1. Formal education, both general and specialized as to subject fields in nature.
2. Firsthand experience with the subject matter to be taught.
3. Courses in education: human growth and development in general; the nature of learning in particular; methods and technique of teaching; and human relations.

These same authors further say in regards to teacher characteristics:

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1. James Harold Fox, Charles Edward Bish, and Ralph Windsor Ruffner. School Administration. George Washington University, Washington, D. C., 1947, pp. 67-68.

Nevertheless, there are certain well defined personal qualities which are essential to teaching ability. Obviously, the two previously mentioned general qualities--belief in the worth of what one is to teach, and the desire to teach it--are fundamental to teaching ability. Among the more important personal qualities involved in teaching ability are:

1. Mental and physical health.
2. Sensitiveness to the needs of the students.
3. Imagination; the ability to create, perceive, and appreciate mental images.
4. Sense of humor.
5. Pleasing personal appearance and personal habits.
6. A sense of appropriateness, doing the right thing at the right time.
7. Belief that all people can be improved through learning.

Harold A. Maxfield¹ believes that three items are necessary to secure success as an instructor. He states: "An Instructor should have a power of clear analysis of problems and ideas; an ability to state ideas so that everybody understands their meaning; and in addition, a good personality."

He further defines the first item as technical mastery of the subject being taught, and the second item as the ability to instruct. He considers a good personality to consist of enthusiasm, friendliness, integrity, decisiveness, intelligence, faith, and loyalty.

Hagie² in a study of methods of selection for admission to teacher preparation as practiced by 17 schools found that

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1. H. A. Maxfield, "Personality in Teaching," U.S. Naval Training Bulletin, Feb-Mar., 1948.
 2. C. E. Hagie, "Selective Admission to Teacher Preparation," Ph.D. Thesis, New York University, 1933.

personality traits are factors in the selective scheme of each school. He presented the following data:

<u>Trait or factor rated</u>	<u>Number of institutions rating items listed</u>
Health, vigor, vitality	12
Dependability, reliability, responsibility	11
Cooperation, adaptability	11
Leadership, resourcefulness	10
Personal appearance	10
Voice	9
Poise, bearing, posture	8
Disposition, cheerfulness	8
Use of English, speech	7
Initiative, energy, originality	7
Neatness, dress, cleanliness	7
Frankness, open mindedness	6
Punctuality, promptness	6
Culture, refinement, taste	6
Courtesy, tact, sincerity	6
Industry	6
Social qualities	5
Studious habits	5
Popularity, friendliness	5
Intellectual capacity	5
Emotional stability, self control	4
Influence, ideals	4
Physical defects	4
Faithfulness, loyalty	3
Enthusiasm, confidence, optimism	3

This same author recommended a personal qualities rating form which contained the following items:

Initiative
 Personal magnetism
 Self confidence, resourcefulness
 Common sense, judgment, tact
 Leadership
 Cooperation
 Cheerfulness
 Adaptability
 Enthusiasm, optimism
 Emotional stability
 Dependability
 Personal appearance, neatness
 Sociality, self control
 Poise, bearing
 Voice

It is a well recognized fact that there is great disagreement as to which teachers are actually competent or successful, and particularly to the degree of success. If there is lack of agreement on this subject, it is reasonable to expect much disagreement on the traits which underlie good as compared with poor teaching. Correlations have been calculated between many different factors and estimates of teacher success.

As Stanford¹ summarizes it:

Factors studied include age, sex, experience, skill in handwriting, skill in reading, height, weight, height-weight ratio, number of letters in signature, socio-economic status, sincerity, enthusiasm, interest, participation in extra-curricular activities in high school, scholarship in high school, scholarship in college, number of semester hours earned in various fields such as education, mathematics, etc., intelligence test scores, personality ratings, and scores on various types of tests such as those of professional information and those covering the subject matter the teacher is supposed to teach.

The research reported indicates that only four of these factors are important--intelligence, scholarship, personality, and scores earned on professional information and subject-matter tests. The latter are probably a combination of intelligence and scholarship. The correlation between these four factors and teaching success is positive but low.

It appears that the problem is indeed difficult if not hopeless.

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1. Charles W. Stanford, mimeographed article, as quoted by George E. Axtelle and William W. Wattenberg, Teachers for Democracy, p. 183. New York: D. Appleton Century Co., 1940.

Axtelle and Wattenberg¹ explain that low correlations do not necessarily prove that a trait has little relation to teacher success, as a trait must be present and influential in varying amounts in the sample in order to discover whether or not the trait is important. Therefore, if an investigator used a group of teachers all of whom were practically equal in the trait, he would get a very low correlation between that trait and teacher success. Also, even if a trait is present in varying amounts it may not be influential to varying degrees, and although a certain amount of a particular trait may be necessary to teaching success, additional increments may have practically no effect. Odenweller² has demonstrated that even low correlation has value, and although his results were not perfect, they were still better than selection by pure chance.

Axtelle and Wattenberg³ further state that any individual possessing excellent health, well adjusted personality, high intelligence, industrious habits, love for teaching and the individuals being taught, and excellent knowledge of the subject and activities to be used in teaching can look forward to becoming a successful teacher. These authors

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1. George E. Axtelle and William W. Wattenberg, Teachers for Democracy, p. 184. New York: D. Appleton Century Co., 1940.
 2. A. L. Odenweller, Predicting the Quality of Teaching, Chap. VIII, New York, Teachers College, Columbia University, 1936.
 3. Axtelle and Wattenberg, op. cit., p. 187.

conclude that even though pre-service prediction of teaching ability is largely a question of opinion, if the opinions are expressed by students of teaching and based upon complete accumulation of data on the individuals concerned, they are likely to be much better than mere chance.

Based on the thoughts expressed above, it is believed that the following items offer the best basis for selection of Marine Corps officers as instructors:

1. Desire to teach or interest in the teaching profession.
2. Technical mastery, or thorough knowledge of the subjects to be taught.
3. A personality suitable to the peculiar demands of teaching. This personality should offer initiative, neat appearance, dignity, cooperation, industry, enthusiasm, judgment and tact, and intelligence.
4. Teaching skill, or knowledge of the techniques of instruction.

Methods of Selecting Instructors

Troyer and Pace¹ state that selection involves the following tasks: formulating general objectives, defining them specifically, identifying appropriate sources of evidence, developing and using appropriate means to get that evidence,

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1. Maurice E. Troyer and C. Robert Pace, Evaluation in Teacher Education, American Council on Education, Washington, D.C., 1944, p. 16.

and finally interpreting it in the light of our objectives. It must be decided what kinds of people are wanted, and done with some degree of definiteness. Also it must be decided how and by what means these people can be identified. Finally, the results must be interpreted.

The first two tasks have been discussed in the preceding section. It must now be determined what tools are used in selection and how these tools are applied.

Selection procedures vary from institution to institution as no single procedure can answer the different problems encountered by different schools. Selection programs are influenced by State legislation, conditions of supply and demand, public opinion, curricula, and teachers' salaries.

The State of New York has been developing a selection program for entrance into state-supported institutions for the preparation of teachers since 1932. The present program involves the use of psychological, reading, and English examinations, application blanks, personal inventory blanks, ratings on applicant's character and personality by high school principals, health and speech examinations, and personal interviews. The factor of high school scholarship counts for four-tenths; intelligence and skill in English and reading; three-tenths; personality and speech, three-tenths. Data from the principal's rating, and physical examination, and the personal inventory blank are not included in the combined index, but are used as supplementary factors. At one time

diagnostic and prognostic tests were used, but as a result of experience, these tests were dropped. The selective admission program has been very effective in the improvement of the scholastic level of the students in state teacher training institutions. Studies of the reliability and validity of this selection procedure are in progress.

New Jersey has a selection program much like the one used by New York. High school records, interviews, entrance examinations, speech tests, and medical reports provide the basic data for selection. As yet, extensive studies to determine the success of this program have not been made.

Tiegs¹ made a study of the methods of selecting teachers in thirty large cities of the United States. He found that the following combinations of methods were used:

1. After filing formal applications, candidates are interviewed by the Superintendent or other designated person. Staff members, who are authorized to do so, recommend teachers to the Superintendent for appointment.

2. Principals and directors of departments pass on the qualifications of candidates who come from outside the city. They apparently decide upon the fitness of the teachers and recommend them to the Superintendent for employment.

3. In three large cities all teachers are interviewed only by the Superintendent.

1. Earnest W. Tiegs, "How Shall We Select Our Teachers," American School Board Journal, June, 1925.

4. Some school systems have elaborated on the method of giving teachers their interviews. Instead of using individuals they use committees.

5. Seven large school systems require a written examination. Four of these require an oral examination as well.

6. Four cities place the employment of teachers in charge of a department. These departments keep on file applications of all applicants, conduct interviews, and after conferences with superintendents, supervisors, etc., recommend employment.

Tiegs also found that recommendations which are gathered from the sources indicated on the application blanks appear to be the most universal method of teacher selection which is used. These recommendations take on two distinct forms: the first is the letter of recommendation in which the writer comments on such items as he chooses; the second type takes the form of a rating in which judgments are asked on a number of definite items. The most important method used in teacher selection in large cities seems to be based on the rating technique.

Deffenbaugh and Ziegel¹ made a very comprehensive study of the selection and appointment of teachers in secondary and elementary schools for the U.S. Office of Education. They

1. W. S. Deffenbaugh and William H. Ziegel, jr., Appointment and Selection of Teachers, U.S. Government Printing Office, Washington, D.C., 1933, pp. 55-73.

found that the most frequent sources of information on the prospective teachers that were used by the educational institutions were: (1) individual applications of teachers, (2) uniform application blanks, (3) uniform reference blanks, (4) letters of recommendation, (5) interviews, (6) visitation of candidates in other schools, (7) written and oral examinations, (8) physical examinations, (9) photographs, and (10) other methods of securing information. In evaluating the different methods they found that most of the techniques had a low predictive value.

Troyer and Pace¹ state that working agreements must be reached with respect to (1) competencies or characteristics a teacher should possess, (2) the levels of competence to be required for admission, (3) the evidence that can be used to identify competence, (4) the means to be used for gathering that evidence, and (5) the interpretation that can be justified from the data that can be gathered.

The predictive value of selection techniques must necessarily show a low value if teaching success has not been adequately evaluated, and, as has been previously stated, teaching success, to a large extent, has not yet been evaluated accurately. The problem of predicting teaching success has not yet been solved, but by gathering as much information as possible about prospective teachers, it should be possible

1. Troyer and Pace, op. cit., p. 47.

to select a group of teachers who have a potential of likely success. One of the first steps to be determined is the number of teachers needed, and this must be followed by a careful analysis of each applicant, enabling those selecting to choose the best of the group of applicants. The final decision can seldom be made with a great degree of confidence except in the case of applicants whose qualifications are uniformly high or markedly deficient. The total pattern of the applicant's abilities, skills, and attainments must be studied, for an applicant may rank extremely high in all qualifications except one, and that one may be so serious that it should be the controlling factor.

CHAPTER III

APPLICATION OF CIVILIAN SELECTION PROCEDURES
TO THE U.S. MARINE CORPS

Initial Considerations

In consideration of the application of civilian selection procedures to the Marine Corps certain differences in the problem must be pointed out. Although it is desired to arrive at the same answer, certain fundamental differences in the situation will call for departures and modifications.

The Marine officer assigned to duty as an instructor in the Marine Corps Schools is not entering a profession which he has chosen as a career and to which he expects to devote his life. It is merely another of the many jobs that he will hold for a short time, and a job to which he will probably not again be assigned. Except in a very few cases his past education will not have been pointed toward teaching. His past record is not that of student teaching or actual teaching upon which his qualification for this job can be evaluated.

The subjects he will be expected to teach will be those that are peculiar to the profession of arms, and which he will not have learned in college but will have learned in Armed Forces schools, and, to an even greater extent, by

actual experience. His college record will not give a clue as to his knowledge of the subject that he is to teach.

The most important consideration is the fact that the Marine officer has already been subjected to a very rigorous selection. In order to be commissioned he had to meet certain standards of intelligence, scholastic standing, character and physical fitness. These standards are all higher than those ordinarily required for civilian teachers. Thus, any officer considered for this duty must possess many of the qualities required for a teacher and the problem becomes one of selection within an already highly selected group. This fact does not necessarily make the problem easier, for the differences among the individual officers become even dimmer and the process of picking those with the greatest potential even more difficult. All officers will meet the requirements of intelligence, health, and good speech, so the question is not that of eliminating those who are totally unqualified but finding those who possess only the very highest qualifications. More weight must be given the personality factors of initiative, neatness, cooperation, enthusiasm, judgment and tact, and to the degree of the technical mastery of the subjects to be taught.

Available Selection Devices and Their Application

Probably the best approach to the problem is to consider each of the qualifications desired and to determine what

device is available for measuring this characteristic and how this device may be used. In Chapter II the following four items were determined to be the best basis for selection of Marine officers as instructors:

1. Desire to teach or interest in the teaching profession.
2. Technical mastery, or thorough knowledge of the subjects to be taught.
3. A personality suitable to the peculiar demands of teaching. This personality should offer initiative, neat appearance, dignity, cooperation, industry, enthusiasm, judgment and tact, and intelligence.
4. Teaching skill, or knowledge of techniques of instruction.

In civilian institutions the desire to teach is indicated by a student choosing a course of study leading to the teaching profession and to the application for teaching positions. In the Marine Corps it has long been a privilege of an officer to request the type of duty which he preferred, although, of course, he could not be given assurance that his request would be granted. This request for duty is similar to an application of a civilian for a particular job of his choice and indicates a desire to perform this duty. It appears that this request is perhaps the only method by which it can be determined that a Marine officer desires duty as an instructor. In order that all Marine officers may be acquainted with this

duty and what it entails, wide publicity should be given and applications invited. In this particular case the actual value may be lessened for the Marine Corps Schools are located at an especially desirable post where all members of the Schools' staff are furnished quarters. In some instances it is likely that an officer would apply for this duty, not because he desired duty as an instructor, but rather because he desired duty which would assure him of decent living conditions. There is no way at this time in which to determine the bona fide requests, and it must be realized that this device will not give absolute assurance of the desire to teach.

In the selection of officers with the most thorough knowledge of the subjects to be taught, it must be first determined what subjects the individual officer will be required to teach upon assignment to the Marine Corps Schools. This can be done by having the Schools submit an annual requisition for officer instructors, stating the rank, Specification Serial Number, and subjects to be taught. Even though an officer with the particular SSN desired might not be available, officers with a different SSN may have had both training and experience in that particular speciality. As an example, an officer might be classified as an infantry officer, yet have had many years experience as an operations officer and be well qualified to instruct in the operations section. Knowledge of professional subjects are obtained through

attendance in Service Schools and by actual experience. By referring to Officer's Qualification Card (Fig. 2), which are on file for each officer in the Marine Corps, it can be determined what is his military occupational specialty, what types of duty he has performed and for what period he has performed them, and what Service Schools he has attended. This will reveal whether or not he is qualified in the particular subject in which he is to teach, but not necessarily the extent to which he is qualified. It must now be determined which officers, among those qualified, are the most proficient in the particular subjects. Officer's fitness reports (Figs. 3-4), which correspond to rating scales in civilian institutions, are submitted periodically on every officer in the Marine Corps and are maintained in the Officers Selection File. By examining the fitness reports covering periods for which the duty performed corresponds to the subject matter to be taught, his proficiency can be judged. This fitness report, of course, suffers the same disadvantages of all rating scales. As additional aids to selecting the officer who is most proficient, there will be available in the Officers Selection File copies of his record at Service Schools attended. This record corresponds to the scholastic record of a civilian applicant for a teacher position. The Instructor's Data Card (Fig. 1), mentioned in Chapter I, should be forwarded by the Marine Corps School to Headquarters for filing with the officer's record, in order that it be available

REPORT ON FITNESS OF OFFICERS OF THE UNITED STATES MARINE CORPS

(To be submitted in accordance with Art. 137, U. S. Navy Regulations, 1920, and Art. 10-22, Marine Corps Manual)

U. S. M. C.

(Name—Surname first)

(Rank)

Ship or station

Period covered _____ months, from _____ to _____

To be answered by officer reported on:

1. Regular duties _____
2. Additional duties _____
3. Wife's address _____
4. Name, relationship, and address of person other than wife to be notified in case of emergency _____

(Signature)

(Rank)

U. S. M. C.

To be answered by reporting officer:

5. Reporting officer _____ (Name) _____ (Rank) U. S.

6. *Method of rating.*—When rating this officer, consider carefully and keep in mind the following definitions, taking into consideration his length of service, the opportunities afforded him which might have a bearing on his performance of duty, his personal characteristics, and professional qualifications:

UNSATISFACTORY.—Inefficient; below minimum standard.

FAIR.—Satisfactory; passably efficient; up to minimum standard.

GOOD.—Average qualifications; efficient, but to a less degree than "Very good."

VERY GOOD.—Above average; efficient; well qualified.

EXCELLENT.—Highly efficient; qualified to a high degree.

OUTSTANDING.—Superior; exceptionally efficient; qualified to a preeminent degree.

NOT OBSERVED.—To be used in all cases where the reporting officer has had insufficient opportunity to observe the officer reported on during the period covered by this report to permit a rating as to performance of a particular duty, personal characteristics, or professional qualifications.

7. *Before making out this report,* decide in your own mind on an actual officer in the grade of the officer now being reported on who, in your opinion, based on personal knowledge, is the outstanding officer of his rank in the Marine Corps; or Decide in your own mind the character attributes and professional qualifications which the ideal officer in the grade of the officer now being reported on should possess.

8. Considering the officer reported on in comparison with your ideal (7), and having in mind the instructions under (6) "Method of Rating", indicate your estimate of him by marking "X" in the appropriate space below.

Performance of duty (based on fact):

(a) Regular duties _____

(b) Additional duties _____

(c) Administrative duties _____

(d) Executive duties _____

(e) Handling officers _____

(f) Handling enlisted men _____

(g) Training troops _____

(h) Tactical handling of troops (unit appropriate to officer's grade) _____

Not observed

Unsatisfactory

Fair

Good

Very good

Excellent

Outstanding

FIGURE 3. OFFICER'S FITNESS REPORT. (FRONT)

9. To what degree has he exhibited the following qualifications? Consider him in comparison with your ideal (7), and indicate your estimate by marking "X" in the appropriate space below.

	Not observed	Unsatisfactory	Fair	Good	Very good	Excellent	Outstanding
(a) Physical fitness (physical stamina; endurance under hardship, adversity, or discouragement).....							
(b) Military bearing and neatness (dignity of demeanor; neat and smart appearance).....							
(c) Attention to duty (industry; the trait of working thoroughly and conscientiously).....							
(d) Cooperation (the faculty of working in harmony with others, military or civilian).....							
(e) Initiative (the trait of taking necessary or appropriate action on own responsibility).....							
(f) Intelligence (the ability to grasp readily situations and instructions).....							
(g) Judgment and common sense (the ability to think clearly and arrive at logical conclusions).....							
(h) Presence of mind (the ability to think and act promptly and effectively in an unexpected emergency or under great strain).....							
(i) Force (the faculty of carrying out with energy and resolution that which is believed to be reasonable, right, or duty).....							
(j) Leadership (the capacity to direct, control, and influence others and still maintain high morale).....							
(k) Loyalty (the quality of rendering faithful and willing service, and unswerving allegiance under any and all circumstances).....							

10. Has he any characteristics—temperamental, moral, physical, etc.—which adversely affect his efficiency?
If yes, briefly describe them
11. During the period covered by this report, has the work of this officer been reported on either in a commendatory way, or adversely? If so, indicate subject matter and date
12. During the period covered by this report was he the subject of any disciplinary action that should be included on his record?
If yes, and if not previously reported to Headquarters, attach separate statement of nature and attendant circumstances.
13. In case any unfavorable entries have been made by you on this or on a previous report, were the deficiencies noted brought to the attention of the officer concerned? If yes, what improvement, if any, has been noted?
If no improvement was noted, what period of time has elapsed since the deficiencies were brought to his notice?
14. Considering the possible requirements of the service in war, indicate your attitude toward having this officer under your command. Would you—
(a) Particularly desire to have him? (c) Be willing to have him?
(b) Be glad to have him? (d) Prefer not to have him?
If (d), explain briefly.....
15. (To be answered only when reporting on officers serving under revocable commissions.) Do you recommend retention in the service after expiration of revocable period of commission?
(Yes or no; if negative give reasons),
16. **REMARKS:** (To be used for additional pertinent information or comment, if any, not covered elsewhere in this report)
.....
.....
.....
17. Indicate your estimate of this officer's "General Value to the Service", using the ratings specified in (6)
18. Having in mind the special fitness of this officer and the efficiency of the naval service, I certify that to the best of my knowledge and belief all entries made hereon are true and without prejudice or partiality.

(Signature)

(Rank)

U. S.

(Date)

(Duty)

as an additional aid for selection, should that officer be considered for duty as an instructor at any time. At times officers receive commendations from both within the Marine Corps and from other branches of the Service for outstanding performance and these letters, also available in the officer's record, should be considered as additional indications of an officer's proficiency. In summary, it must first be determined if an individual officer is qualified by examination of his qualification card, and then every available source of data must be examined to select those who have indicated the greatest knowledge of the subjects to be taught.

The selection of officers with a suitable personality presents the most difficult problem, particularly in the case of junior officers with little service, who have been subjected to short periods of observation by few rating officers. The officer's fitness report has to be depended upon almost entirely. ~~Under Item 8~~, markings on physical fitness, military bearing and neatness, attention to duty, cooperation, initiative, intelligence, judgment and common sense, and leadership should be closely examined. ~~Item 10~~ is particularly revealing as to any temperamental or personality defects. Here again, letters of commendation may ^{also} reveal desirable personality traits. Letters of commendation from other branches of the Service usually indicate a high degree of cooperation. Letters of reprimand, and other disciplinary

measures which may be in the officer's record frequently reveal a lack of industry or detect poor military bearing.

The selection of officers who already possess teaching skill will rarely prove possible. Out of approximately 5000 officers on active duty, there are 59 officers with degrees who have majored in education, 29 officers with degrees who majored in education and also have teaching experience, and 35 officers not majoring in education but having teaching experience. Seldom one of these officers will be available at the proper time and be properly qualified in the subject to be taught. This training and experience will be indicated on the officer's qualification card and should he be available and meet the other qualifications, he should certainly be seriously considered. It is possible, however, that these officers were not successful in the teaching profession. There will also be some officers who have had duty as instructors in Marine Corps Schools and other Service Schools, but it is not likely that they will be available for another assignment to the same type of duty.

A Suggested Selection Procedure

A procedure for selection of officers as instructors must take into consideration the availability of officers, the fact that this duty is only one of many important duties that have to be filled by excellent officers, and the fact that the personnel problem varies from day to day, and

therefore must be a compromise with an ideal procedure. Also, the details of the procedure will have to be varied from time to time to meet the particular personnel problem that exists, and therefore a procedure prescribed for the Detail Officer must be general. It is believed that the following procedure would meet these considerations and would be workable:

1. Submit an annual requisition to the Commandant, Marine Corps, for instructors, stating the desired rank, Specification Serial Number, and the subjects which will be taught by each individual officer. This requisition should be submitted far enough in advance to allow for time for selection, issuance of orders, transportation and necessary leave for all officers concerned.
2. Upon receipt of this requisition the Detail Officer shall draw up a list of officers of each rank required available for this duty.
3. The qualification card of each officer on this list shall be examined to see that he has the proper Specification Serial Number, and the required experience. A minimum of two years' performance of the type of duty qualifying him for the subjects to be taught should be required. If no officers with the designated Specification Serial Number are available, an officer with the required experience and training should be considered. Those officers not properly qualified should be eliminated.

4. It should be ascertained which of these properly required officers have submitted applications for this type of duty. Applications for this type of duty should have already been especially invited.

5. The entire official record, including record of previous Service Schools attended, fitness reports, letters of commendation, disciplinary action and Instructor's Data Card (if furnished by Marine Corps Schools), of each officer qualified should be examined. Any officer whose record reveals poor performance of duty involving the subject he will be required to teach should be eliminated. Also, any officer whose records indicate a personality unsuitable for that of an instructor should be removed from the list of those qualified.

6. A composite score for each of those officers remaining on the list will be made. This composite score should be based on all the available records of the officer, and should be constructed on the basis of a total score of 100, similar to the following:

Knowledge of the subject to be taught-----	0-40
Personality factors-----	0-40
Application for this duty-----	10
Previous teaching experience or teacher training, either in civilian schools or Service Schools-----	<u>0-10</u>
Total	0-100

The exact method of scoring should be left to the Detail Officer.

7. The officers with the highest total composite score would be ordered to this duty provided they were acceptable to the Commandant, Marine Corps Schools.

It will be noted that psychological tests and interviews have not been considered. Many studies reveal that the validity of such tests, particularly personality and interest tests, is not sufficiently high to justify their use in selection of teachers. Teacher institutions, such as New York State, for example, have used them but have dropped them after a trial period. It is believed that the officer's fitness reports, properly utilized, offer a more valid measurement of personality than any personality test now available. The objection to personal interviews is obvious. Officers are on duty throughout the world and the expense of bringing them to a place where they could be interviewed by trained interviewers cannot be justified. Interviewing them at their present station is not feasible as trained interviewers would not be available.

CHAPTER IV

INSTRUCTOR TRAINING

Objectives

There are two major elements in the job of instructing; knowing the subject matter, and teaching the subject matter to someone else. In teaching the subject matter both the personality and the competence in the mechanics of teaching of the instructor are involved. It may be reasonably expected that a careful selection procedure will provide instructors who have a sufficient knowledge of the subject matter and who have a suitable personality. However, as has been stated before, it cannot be expected that officers trained in instructional procedure will be available.

The immediate objective, therefore, of an instructor training program must be to train officers in the techniques of instruction, so that upon beginning their duties of instructor in the Marine Corps Schools, they will not only know the subject matter but may be able to transfer this knowledge to students in the school. If possible, personality development must also be strived for.

There is, however, a long range objective to an instructor training program. As long as officers hold positions of leadership, carry responsibilities for personnel, and deal

with people, they must instruct and train others. Principles stressed in instructor training programs are closely related to principles of leadership, and all good leaders must be teachers. Officers who have completed the instructor training course and who have served a tour of duty as an instructor in the Marine Corps Schools, should not only be better leaders themselves, but should be able to transfer this knowledge to others. They should also be much better qualified to administer and supervise training programs throughout the Marine Corps.

Designing the Curriculum

Before developing a curriculum for instructors there are certain general considerations to be taken into account. Time must be considered first. Since the tour of duty for an instructor in the Marine Corps Schools is three years, the course of instruction must be reduced to a minimum, and yet time allowed for the student instructor to gain the necessary knowledge. Civilian institutions usually offer a four-year curriculum for training teachers, and at present, the trend appears to be toward increasing this to five years. However, these courses include both formal and professional education. During the war the Armed Forces discovered that the amount of time usually devoted to the professional phase of the curricula in many education institutions could be condensed considerably without undue loss of effectiveness.

in the classroom. Critics of the usual teacher education curriculum within the educational program have for some time been critically appraising the amount of duplication found among the various courses composing that curriculum, but academic tradition has usually blocked any efforts to eliminate the duplication. The final result of the Armed Forces' programs, as shown by the effectiveness of the instructors so trained, indicates that an individual who has complete mastery of the subject matter, and who shows an aptitude for teaching, can become a proficient instructor in a reasonably short time. During the war, some of the instructor training courses were as long as ten months. The Navy has now established instructor training courses which occupy four weeks. However, these courses are designed principally for vocational instructors. Because of the importance of the Marine Corps Schools, and the great responsibility it has in professionally educating officers of higher ranks, it is believed that six weeks is the irreducible minimum for an instructors' training course.

The nature of the instruction is the second consideration to be offered by the new instructors. There are certain fundamental differences between instructing officers in amphibious warfare, staff duties, duties afloat, etc., and instructing enlisted men in technical duties. Although the Marine Corps Schools do have some positions for vocational teachers, the majority will instruct officers in the Amphibious

Warfare Schools, Basic School and Communication Officer's School. The students in these schools will be more mature, better educated, more experienced, and probably more critical than would trainees in technical schools. Vocational training will be at a minimum. The matter of motivation and interest will probably be more difficult, and the use of the lecture will be more prevalent. On the other side, the matter of class discipline should be practically non-existent.

Finally, consideration must be given to the long range objectives of the program. These student instructors, many of them officers of senior rank, will, after completion of duty at the Marine Corps Schools, go to duties of great responsibility and influence, where the lessons learned in the instructors course and through experience in teaching, may be of great value to the service as a whole.

With the above considerations in mind it must now be decided what the student instructor should be taught to accomplish the objectives. Fox, Bish, and Ruffner¹ state:

The teacher must have more than knowledge of subject-matter and first hand experience. He must also know how to teach--to initiate, direct, and measure learning to the end that quicker and more effective learning will take place. Therefore, his professional training should also include what is known as "courses in education." It is true that many older teachers may boast that they never had such courses, that they were and are "born teachers." They learned mostly from experience, and experience may be the best teacher, but learning from experience

1. Fox, James H., Bish, Charles E., and Ruffner, Ralph W., op. cit., p. 66.

is usually the longest, the hardest and the most painful way to learn. The ever-increasing complexity of the teaching task, and the ever-widening scope of knowledge about teaching and learning derived from research, make it mandatory that prospective teachers be trained in these "courses in education." In addition, experienced teachers must also take these courses if they are to keep abreast of the developments in their profession. Courses in education are concerned primarily with human growth and development in general; the nature of learning in particular; the tools--methods and techniques--of teaching; and human relations, particularly as the field affects the educative process.

Doane¹ made a comprehensive study of the curriculum requirements for the preparation of high school teachers in 397 schools and found the following results:

<u>Subject</u>	<u>Per cent of schools requiring</u>
Student teaching	98.2
Principles of teaching	85.4
General Psychology	74.7
Teaching of the several subjects	51.2
Principles of secondary education	42.3
Introduction to education	30.9
Educational measurements	30.7
History of education	22.4
Psychology of adolescence	16.6
Administration of high school teachers	15.1

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1. Doane, Kenneth R., "A Study of the Professional Curriculum Requirements for the Preparation of High School Teachers in the United States," The Journal of Experimental Education, Sept., 1947, pp. 66-99.

Principles of education	13.8
Philosophy of education	12.8
Secondary school curriculum	6.5
Observation	5.8
Guidance	4.0
Mental Hygiene	3.5

The contents of the above courses varied widely in the different schools and the state requirements for teaching certificates also vary greatly.

During the war the Armed Forces borrowed from civilian educational institutions not only facilities and personnel, but also many instructional procedures and methods. Developed on a large scale under circumstances favorable to rapid change, freed from the paralysis of academic tradition and inertia, these methods were modified, adapted, improved, and accelerated for the greater good of the Services.

Military instruction, because of urgency, and also due to more specific and limited objectives, must be more practical, more methodical, more effective, more frequently evaluated, and, above all, faster than academic instruction. This, of course, requires modifications of civilian educational procedures, but it is doubtful that entirely new methods and principles were adopted by the Armed Forces during the war.

In analyzing instructor training in the Armed Forces from the standpoint of the characteristics of instruction

offered by those instructors so trained, certain common features were found. These characteristics were: (1) insistence on detailed and methodical course and lesson planning, (2) great emphasis upon the use of visual training aids, (3) frequent supervision of instruction, and (4) systematic administration of standardized tests, examinations and evaluations.

In analyzing the curricula of various instructor training programs carried on by the Services, it was seen that these programs were developed around specific objectives, and that the contents depended upon what type of school the instructors were preparing for. However, they all had certain common denominators. Almost without exception these curricula included courses in the nature of the learning process, teaching procedures, lesson and program planning, the use of training aids, public speaking, and practice teaching. Particular attention was paid to the power of oral exposition.

The allotment of time for subjects deemed necessary for the training of instructors presents a problem of balance. It is not enough to decide that the potential instructor must know certain facts, but it must also be decided how long it will take him to accumulate the necessary knowledge. If the total time available was not a critical factor, a generous allotment of time could be given each subject, but where the individual must absorb a large amount of learning,

and at the same time develop skill and confidence, in a period of six weeks, time allotments must be given serious consideration.

Doane¹ in a survey of opinion of the authors of the "Sixty Best Education Books" as chosen by the National Education Association Journal, found that student teaching was ranked as the most valuable course for the beginning teacher. Other courses that were rated highly were educational psychology, and principles of teaching. There was an agreement that student teaching should be given more emphasis and more time should be allotted to this subject.

Considering the facts brought out in the above discussion, together with the specific objectives set, and the situation existing at the Marine Corps Schools, the curriculum as set forth in Chapter V was developed.

Evaluation and Elimination of Student Instructors

The mission of an instructor training course is not only to train instructors, but, also, to identify those individuals, who, because of certain attitudes or lack of ability appear to be unqualified for instructional assignments. This will require close observation and frequent evaluation. Moreover, there is certain to be a hesitancy to so identify these individual officers because of the personal inconvenience and hardship sharp termination of this duty will present

1. Doane, op. cit., p. 92.

those officers. However, if the standards of instruction are to be set and maintained at a high level, there must be no indecision on this matter. It is probable that the hardships can be reduced by assigning these officers duties in the Schools which do not entail instruction, or by assigning them other duty at the same post, thus preventing another change of station.

Supervision and In-Service Training

After the individual has received training in the fundamentals of teaching, it cannot be assumed that because he has gone to school and developed certain basic skills and attitudes he will be able to transfer those to a specific teaching situation. A new instructor must be given a light load, if possible, and be guided by a supervisor who has a sound knowledge of the subject of practical teaching experience in the specific subject. This supervision must be a counselling activity rather than an inspection. Supervisors must instill in the new instructors the knowledge of the importance of their job, the desire to improve themselves, and the correct attitudes so necessary to good instruction. Success must be praised and failures constructively criticized.

CHAPTER V

A CURRICULUM FOR AN OFFICER INSTRUCTORS' COURSE, MARINE CORPS SCHOOLS

Objectives of the Course

The objectives of this course are to train selected officers to become satisfactory instructors for professional schools, to impress upon them the importance of good instruction in Service Schools, and to create interest in the job they are about to enter. To accomplish this, educational psychology, teaching methodology, and public speaking have been stressed, rather than job analysis and vocational training methods usually emphasized for instructors in technical schools. A large part of the time has been allotted to practice teaching in order that the individual may become a trained and confident instructor before actually appearing on the platform before students in the Marine Corps Schools.

Contents of the Course

The course is designed for a six-week term, five days per week, six periods a day, for a total of one hundred eighty periods. The activities for these periods are grouped as follows:

1. 51 periods of instructional procedures.
2. 52 periods for preparation
3. 59 periods of public speaking, practice teaching and evaluation.
4. 9 periods of review and test.
5. 9 periods of instruction observation.

An instructor's guide is provided for each instructional period. Some of the outlines are for single periods and some cover two or more consecutive periods. The following items are included in the outlines where appropriate: title, objectives, references, training aids other than blackboards, instructor material essential to cover each topic, and suggestions on how to present the lesson content and to provide application by the student.

OUTLINE OF THE COURSE

<u>Subject</u>	<u>Periods</u>
I. Orientation	
A. Overview of course	2
B. Marine Corps Schools	1
C. Facilities provided	<u>1</u>
Total	4
II. Educational Psychology	
A. The Instructor	1
B. Learning	2
C. Interest and motivation	1
D. Retention	1

E. Individual differences	1
F. Physical aspects of the classroom	<u>1</u>
Total	8
III. Curriculum development	<u>3</u>
Total	3
IV. Methodology	
A. Introduction	2
B. Preparation	6
C. Presentation	
1. Lecture	2
2. Demonstration	6
3. Conference	6
D. Application	
1. Introduction	1
2. Map and terrain exercises	1
3. Troop leading exercises	1
4. Field exercises	1
E. Testing and student evaluation	
1. Testing techniques	1
2. Written tests	2
3. Performance tests	1
4. Scoring and interpretation of tests	2
F. Summaries, reviews and critiques	<u>1</u>
Total	33

V. Training Aids		
A. Purpose, function and types	1	
B. Selection, evaluation, and utilization	1	
C. Design	1	
D. Tour of Training Aids Library	<u>3</u>	
Total	6	
VI. Supervision and instructor evaluation	<u>2</u>	
Total	2	
VII. Public speaking	<u>16</u>	
Total	16	
VIII. Observation of instruction	<u>9</u>	
Total	9	
IX. Practice teaching		
A. Preparation	45	
B. Application	<u>45</u>	
Total	90	
X. Reviews, examinations and discussions	<u>9</u>	
Total	9	
	Total Periods	180

Scheduling

In scheduling, the orientation courses and educational psychology should be given at the beginning of the course; instruction in methodology, curriculum development, supervision and teacher evaluation, public speaking, training

aids, practice teaching, and observation of teaching should be scheduled concurrently. However, public speaking should be started before practice teaching and supervision, and teacher evaluation should be completed before observation of instruction is scheduled. Examinations should be scheduled periodically to insure a check upon the student's progress. Preparation periods and application periods should follow discussions and lectures in order to provide immediate class application of principles, methods, and techniques of instruction.

Student Participation

Students will be given numerous opportunities to present material to the class, using various methods, such as lectures and demonstrations. These opportunities will be provided in both the public speaking class and during the practice teaching phase. Students will participate in evaluating all practice teaching by members of the class and will observe and evaluate teaching by experienced instructors by means of field trips.

Size of the Class

This curriculum has been developed for a class of a maximum of 15 students and this maximum should not be exceeded. The hours allotted for application of various teaching methods and for practice teaching are based on the above number of students.

ORIENTATION

Overview of Course

Lecture--2 periods

I. Objectives:

- A. To acquaint the instructors with the important place of professional education in the Marine Corps.
- B. To motivate the instructors to acquire skill in teaching.
- C. To give instructors information about the objectives, content, and conduct of the course.

II. Training Aids:

Schedule of daily sessions (mimeographed in advance).

III. Outline:

- A. Importance of instructors.
- B. Obligation of instructors.
 - 1. To know subject taught.
 - 2. To be able to teach others.
 - a. Learn importance of job.
 - b. Develop knowledge and skill in teaching procedures.
 - c. Know and acquire characteristics of good instructor.
- C. Content of course.
 - 1. List of subjects to be taught (place on blackboard).
 - 2. Explain each subject briefly.
 - 3. Show relationship to each other.

D. Conduct of course.

1. Information on conduct of classes.
2. Information on speeches by class.
3. Information on practice teaching.
4. Information on observation of instruction.
5. Information on reviews and tests.

E. Questions from class.

Marine Corps Schools

Lecture--1 period

I. Objective:

To orient the student instructor as to the background (history), organization, mission and facilities of the Marine Corps Schools.

II. Training Aids:

- A. Organization Chart of Marine Corps Schools.
- B. Maps of training areas.

III. Outline:

- A. Brief history of the development of the Marine Corps Schools.
- B. Development of the mission of the Marine Corps Schools.
- C. Specific mission of each school.
- D. Relationship of the mission of the schools to the responsibilities of the individual instructor.
- E. Organization of the Marine Corps Schools.
- F. Areas and training facilities.

Facilities Provided

Lecture--1 period

I. Objective:

To familiarize the student instructor with facilities provided for the help and convenience of instructors.

II. Outline:

A. Mission, operation and use of facilities provided by:

1. Publication section.
2. Research section.
3. Record section and library

B. Conduct student instructors in brief tour of the three sections.

EDUCATIONAL PSYCHOLOGY

The Instructor

Lecture--1 period

I. Objective:

- A. To develop a job analysis of teaching.
- B. To analyze the characteristics, responsibilities, and duties of an instructor.

II. References:

Instructors' Handbook, MCS 2-6, Revised 1948.

Manual for Naval Instructors (NavPers 16103B), July, 1947.

Barr, A. S. et al, Supervision: Democratic Leadership in the Improvement of Learning. New York, D. Appleton, Century Inc., 1947, Chapter VIII.

Fox, James H., Bish, Charles E., and Ruffner, Ralph W., School Administration, Washington, D. C., School of Education, George Washington University, 1947.

Vaeth, J. G., "What Makes a Successful Teacher?" Education, Vol. 66; pp. 165-9, November, 1945.

III. Outline:

A. Instructor's responsibility.

1. Sincerity and honesty in his work.
2. Use of best possible educational procedures in order that well prepared officers and men will be available to the Marine Corps.
3. Take advantage of the experiences of other instructors in order to make his work more profitable and enjoyable.

B. Desirable characteristics in an instructor.

1. Patience.
2. Interest in people.
3. Initiative.
4. Cooperation.
5. Enthusiasm.
6. Judgment and tact.
7. Confidence in own ability to teach.

C. What the instructor must be able to do.

1. Stimulate the student's interest.
2. Make learning experiences vivid so that knowledge will be retained.

3. Consider individual differences.
4. Eliminate and avoid distracting influences.
5. Relate unfamiliar material to familiar material.
6. Introduce new material carefully with minimum of confusion.
7. Stimulate as many physical senses as possible so that learning may be retained.
8. Give an interesting lecture.
9. Present a skilled demonstration.
10. Ask questions effectively.
11. Use training aids effectively.
12. Prepare instructional material.
13. Evaluate student's progress.

D. What the instructor must know.

1. His job and subject matter.
2. How to prepare lesson plans.
3. How to plan instruction.
4. How to check on comprehension when presenting a lesson.
5. How to prepare examinations of all kinds.
6. Instructional techniques.
7. Applicatory techniques.
8. Psychology of learning.
9. Effects of physical characteristics of surroundings.

E. The role of the instructor in teaching.

1. The instructor should possess the following:

- a. A sincere desire to teach
- b. Technical mastery of the subjects which he is to teach.
- c. A personality suitable for teaching.
- d. Knowledge of the techniques of instruction.

2. Analysis of the instructor.

- a. To what extent am I a leader?
- b. Do I get along with others?
- c. Am I patient?
- d. Do I use judgment and tact?
- e. Am I resourceful?
- f. Do I speak effectively?
- g. Can I inspire others to do their best?
- h. Am I punctual and dependable?
- i. Do I present a neat and dignified appearance?

3. The successful instructor exhibits that he is:

- a. Aware of the needs of the students.
- b. Wants to share experiences with and impart knowledge to the students.

- c. Aware of the importance of the instruction.
- d. Enthusiastic in his job.
- 4. Points that help improve the overall program.
 - a. Exercise your rights as an officer and as an instructor with extreme caution.
 - b. Carry out all your instructional duties with firmness, confidence, conviction and dispatch.
 - c. Constantly strive to inspire students to do their best.
 - d. Constantly strive to improve the quality of your teaching.
 - e. Keep up to date in your own specialty.
 - f. Avoid standing on your past reputation.

Learning

Lecture--2 periods

Application--1 period

I. Objective:

- A. To develop a common understanding of the principles of learning.
- B. To explain how a knowledge of human behavior influences all phases of training.

- C. To get instructors to analyze their own teaching situations and make applications of the principles stated and explained in this lesson.

II. References:

Burton, W. H., The Guidance of Learning Activities, New York, D. Appleton-Century, 1944.

Faster Progress Through Better Learning, NavPers 16303.

Fox, James, H., Bish, Charles E., and Ruffner, Ralph W., School Administration, School of Education, George Washington University, Washington, D. C., 1947.

Gates, Arthur I., et al, Educational Psychology, New York, McMillan Co., 1942.

Hughes, A. C., and Hughes, E. H., Learning and Teaching, New York, Longmans, 1946.

Instructors Handbook, MCS 2-6, 1948.

Kingsley, Howard L., The Nature and Condition of Learning, New York, Prentice-Hall, Inc., 1946.

Thorndyke, E. L., Human Learning, New York, Appleton, 1931.

III. Training Aids:

Mimeographed Work Sheet.

IV. Outline:

A. Definition of learning.

1. Learning is a process which results in a change in the behavior of an individual brought about by action taken in response to a felt need.
2. Behavior covers all the psychological functions including perception, emotion, and thought processes--as well as motor functions.
3. Give examples of learning from everyday life.

B. Kinds of learning.

1. Composite list of terms used.
 - a. Development of motor skills.
 - b. Habit as a form of learning.
 - c. Perceptual learning.
 - d. Memorizing
 - e. Development of understanding.
 - f. Rational learning.
 - g. Development of emotional activities.
 - h. Development of attitudes and ideals.
 - i. Inhibitions--learning to refrain from doing certain things.
2. Defined in terms of educational objectives.
 - a. Skills and habits--skills such as reading-writing and arithmetic and habits of personal hygiene, social behavior and verbal responses.

- b. Knowledge and understanding--information about the individual and his culture, and the application of this knowledge through understanding.
- c. Attitudes and ideals--tendency to think, feel and behave in a certain way with reference to persons, groups or issues. Ability to recognize and appreciate worth that lie behind attitudes.

C. Laws of learning.

- 1. The law of effect.
- 2. The law of exercise.
- 3. The law of readiness.

D. How Learning takes place.

- 1. Learning takes place in an individual when he feels a need, decides to take action to satisfy that need, tries out several lines of action as indicated by past experiences, and hits upon one line of action that meets the need satisfactorily.
- 2. Types of responses.
 - a. Reflex.
 - b. Automatic.
 - c. Reasoning.
 - d. Emotional.

E. Characteristics of learning process.

1. Learning is growth-like and continuous.

- a. Maturation and learning are vitally related.
- b. Each individual has his own rate of growth.
- c. Mental traits--imagination, reasoning, memory, generalizing--appear together and not in serial order.
- d. Heredity and environment must interact in order to produce growth, and so growth may be accelerated or retarded in terms of inherited ability.
- e. Growth involves both individuation and integration.
- f. Growth is not automatic but must be nurtured.
- g. The decline of growth is not as early as was formerly believed.

2. Learning is purposeful.

- a. Basic categories of biological needs.
 - (1) Hunger.
 - (2) Self protection.
 - (3) Sex.
- b. Social needs.

(1) Sense of importance.

(2) Conformity.

(3) Family beliefs and traditions.

c. Most effective learning results when need, goal, and purpose are clearly perceived by learner.

d. Importance of parent or teacher in perceiving true purpose of individual's learning.

3. Learning involves appropriate activities that engage a maximum number of senses.

a. Learning involves appropriate activities.

b. Learning should involve all senses possible.

c. Too much learning is carried on through the eyes and ears alone.

d. The more senses that are involved the more vivid the experience becomes.

e. Some people differ in their ability to use the various senses.

4. Learning must be challenging and satisfying.

a. Related to motivation.

b. Learning goal must be clearly perceived, attainment within learner's ability, and learner must have the desire to attain the goal.

- c. Satisfaction in learning is a fulfillment of need of sense of importance.
 - d. Challenging and satisfying characteristics of learning are definitely related.
5. Learning must result in functional understanding.
- a. Meaning of information in terms of its relation to other areas is known to the learner.
 - b. General inferences can be drawn from the specific information by the learner so that information and inferences can be used in new situations.
6. Learning is affected by emotions.
- a. Little is yet known about the effects of emotions on learning except that emotions do very definitely affect emotions.
 - b. Emotional tone--either pleasant or unpleasant--both affect learning.
 - c. Strong emotions may carry individual to a disintegrative state.
 - d. Instructors must learn to be able to instigate proper emotional tone,

and to recognize intensity of emotions in students.

e. Emotions are trainable.

7. Learning is affected by the physical and social environment.

a. The physical environment should be suitable to the kind of learning taking place and to the activities selected for use in the learning situation.

b. The social background of the learner affects his learning.

c. The personality of the teacher affects the learner and his learning.

d. The interaction between members of a group affects the quantity and quality of group learning.

F. Summary.

V. Application:

A. Present each student with a work sheet listing the seven characteristics of learning.

B. Have each student write under each principle a brief illustration how this principle can be used to improve instruction.

C. Have selected students present ideas to class.

Interest and Motivation

Lecture--1 period

I. Objective:

- A. To impress students with the importance of interest and motivation in learning.
- B. What is motivation?
- C. What is function of motivation and interest in learning?
- D. Methods of motivation and creating interest.

II. References:

Fox, James H., Bish, Charles E., and Ruffner, Ralph W., School Administration, School of Education, George Washington University, Washington, D.C., 1947.

Prescott, D. A., Emotion and the Educative Process, Washington American Council on Education, 1938.

Thorndyke, E. L., The Psychology of Wants, Interests, and Attitudes, New York, Appleton.

III. Outline:

A. Definitions.

1. Interest.

- a. Desire of student to pursue activity because of pleasure experienced.
- b. Desire to pursue activity stimulated by value observed.
- c. Desire to pursue an activity because of curiosity.
- d. Desire to pursue an activity because of enthusiasm and leadership of instructor.

- e. Process of inserting pleasure in otherwise dull activities.

B. Types of interest.

1. Temporary.

- a. Temporary with no basic foundations.
- b. Interests based on novelty of activity.

2. Permanent.

- a. Interest developed from understanding of values and application of activity.
- b. Interest developed from repeated earlier activities.

C. Purpose of motivation in learning.

- 1. Will improve effectiveness of learning through the development of desirable interests.
- 2. A well motivated class will minimize disciplinary problems.
- 3. Will serve to develop more permanent interest in activity.
- 4. Habits and skills will be more effectively developed.

D. Principles determining the development of interests.

- 1. New interests grown out of old interests.

2. An interest in activity pursued must be felt for effective learning.
3. To become permanent, an interest must be based on an understanding of the practical application of the activity.
4. Student interest is closely related to student ability.

E. Effective methods of classroom motivation.

1. Classroom activity is motivated through effective classroom organization and management.
2. Motivated through dispatch in the development of a class activity.
3. Motivated by the insertion of familiar experiences.
4. Motivated through inclusion of related activities.
5. Motivated through methods to indicate progress of individuals.
6. Motivated through use of various methods of teaching.
7. Motivated through frequent, short and valid tests, provided purpose of tests are thoroughly explained.
8. Motivated through occasional commendation.

9. Motivated through use of appropriate visual aids.
10. Motivated through student participation in class.
11. Motivated through provision of opportunity for out of class continuation of activity.

F. Results of effective motivation.

1. Learning rate is increased.
2. More desirable changes produced in students.
3. Learning becomes more permanent.
4. Student attitudes become more desirable.
5. The greater the interest, the more intense the student participation in the class.

G. Measuring results of motivation.

1. Observed.

- a. Observation of greater interest.
- b. Improved product from classroom.
- c. More favorable attitude observable.
- d. Necessary habits become more permanent.
- e. Evidence of progress in development of skills and abilities.

2. Tests.

- a. Increased attainment in essential functional information.

- b. Greater understanding of concepts developed.
- c. Measurement of improved attitudes and appreciation.

Retention

Lecture--1 period

I. Objective:

To examine the problem of retention as it applies to learning.

II. References:

Instructor's Handbook, MCS 2-6, 1948.

Ruch, Floyd L., Psychology and Life, Education Manual 426, USAFI, Scott Foresman Co., 1944.

III. Outline:

A. How to measure forgetting.

1. Recall.
2. Recognition.
3. Rearrangement.
4. Relearning.

B. Ebbinghaus curve of forgetting.

C. Remembering in relation to:

1. Original mastery.
2. Meaningful material.
3. Retroactive inhibition.
4. Overlearning.
5. Pleasantness and unpleasantness.

6. Failure to complete a task.
 7. Effects of age.
- D. Laws of memory.
1. Original mastery.
 2. Intensity of original impression.
 3. Overlearning.

Individual Differences

Lecture--1 period

I. Objective:

- A. To stress the importance of the individuality of students.
- B. To show how individuals differ from one another.
- C. To show student instructors how to provide for individual differences in the classroom.

II. References:

Fox, James H., Bish, Charles E., and Ruffner, Ralph W., School Administration, School of Education, George Washington University, Washington, D.C., 1947.

Freeman, Frank S., Individual Differences, Henry Holt & Co., New York, 1934.

Gilliland, A. R., and Clark, E. L., Psychology of Individual Differences, Prentice-Hall, Inc., New York, 1939.

III. Outline:

- A. The Problem.
 1. Recognizing individual differences.
 2. Adjusting classroom procedures.

B. Intensity of problem recognized by:

1. The basis used for admitting students to schools.
2. The number of students for which each teacher is responsible.
3. The professional training and experience of the school staff.

C. How students differ.

1. Physical and emotional differences.
 - a. Four aspects of physical health, general health, health history, physical handicaps, and health habits, influence and individual's work in school.
 - b. Emotionally maladjusted individual may be classified as, (1) those who are too aggressive, extremely extrovertive and self confident and (2) those who are too retiring, moody and introvertive.
2. Differences in home background.
 - a. How happy is family as a group?
 - b. Does home present any great emotional problems?
3. Differences in intelligence and aptitudes.

- a. Intelligence determined by heredity and maturation and varies with the individuals physical and mental condition.
- b. Aptitudes are an individual's present characteristics which are indicative of future potentialities.
- 4. Differences in levels of school achievement.
 - a. Achievement in same field and also other fields important.
 - b. May be obtained from previous school grades and achievement tests.
- 5. Differences in chronological ages of students.
 - a. Has bearing on physical and emotional health, interests, and aims.
 - b. Instructor must be familiar with effect of age on learning.
- D. Providing for individual differences.
 - 1. School policies.
 - a. Selection of students.
 - b. Elimination of students.
 - c. Repeating course.
 - d. Accelerated courses.
 - 2. Curriculum.

- a. Differentiated curriculums--several general programs offered.
- b. Elected courses--courses not required for general course, but which may be elected by individual.
- 3. Physical facilities of school.
 - a. School plant should be adequate.
 - b. Adequate materials and equipment.
 - c. Special rooms and equipment for remedial classes.
 - d. Special teaching aids available.
- 4. Organizing and scheduling classes.
 - a. Allowing time for teacher to give individualized aid.
 - b. Grouping of students into classes.
- 5. Guidance program.
 - a. Aiding students to make wise choices.
 - b. Aids instructors who have serious cases of student maladjustment.
- 6. Instructional devices.
 - a. Individual instruction.
 - b. Differentiation of work in classes.
 - c. Special provisions for maladjusted students.
- 7. Teacher-student interviews.

Physical Aspects of the Classroom

Lecture--1 period

Application--1 period

I. Objective:

Although it is not expected that the instructor will have much control over the actual physical layout of the classrooms, he should be able to take the greatest advantage of the facilities offered, and minimize distractions. The objective of this course is to acquaint the instructor with good and bad classroom designs, to impress upon him the necessity of checking on facilities, and how to minimize distractions.

II. References:

Army Instruction, TM 21-250, War Department, 1943.

Cooke, Dennis, Hamon, Ray L., and Proctor, Arthur

M., Principles of School Administration, Educational Publishers Inc., Minneapolis, 1938.

III. Outline:

A. Ventilation.

1. Proper flow of air.
2. Proper temperature
3. Heating equipment
4. Effects of poor ventilation

B. Lighting.

1. Importance of proper lighting.
2. What is proper lighting.

3. Arrangements of seats for proper lighting.
4. Location of blackboards, charts, etc., for proper lighting.
5. Lighting by natural sunlight.
6. How to improve the lighting.
7. Use of colored chalk and other devices to minimize glare.

C. Orderliness.

1. Importance of orderly classroom.
2. Arrangement of furniture.
3. Clean blackboards.
4. Presence of extraneous charts, maps, and other training aids.

D. Seating Arrangements.

1. So that everyone can see and hear.
2. Seating in terms of social relationship.
3. Kinds of seating arrangements.
4. Seating charts.

E. Distractions.

1. Noise.
2. Hanging objects, disarrangement of pictures, charts, etc.
3. Training aids exposed before ready for use.
4. Traffic.

F. Summary.

IV. Application:

- A. Conduct class on visits to various classrooms, shops, etc., representing both good and bad. Point out and discuss good and bad points of each room, and show how improvements can be made.

V. Hints to instructors.

- A. Emphasize this lesson by pointing out to students that the class will do practice teaching soon. Present these factors as important ones for them to remember and consider in their practice teaching.

CURRICULUM DEVELOPMENT

Curriculum Development

Lecture--1 period

Application--2 periods

I. Objective:

To teach the student instructor a practical technique for laying out a course of instruction and to provide him with an opportunity for practical application.

II. References:

Instructions for Preparing Curricula in Standard Navy Form, NavPers 16012, 1945.
Instructors' Handbook, MCS 2-6, 1948.

III. Outline:

- A. Definition.

1. A systematic group of courses or a sequence of subjects required for completion of a major field of study.
2. A general over-all plan of the content or specific materials of instruction that the school should offer the student to qualify him in the particular field of study.

B. Function.

1. Where are we going?
2. How are we going to get there?

C. Preparation of curriculum.

1. Consideration of the objective.
2. Consideration of the student group.
3. List of essential subjects.
4. Allotment of time.
5. Program of instruction.
6. Order of presentation.
7. Consideration of equipment and facilities.
8. Training obstacles.
9. Detailed schedules.

IV. Application.

- A. Require students to work out a course of instruction for a proposed non-commissioned officers school.
- B. Furnish students with a detailed situation and definite requirements.

C. Hold critique on students' solutions and present school solution.

D. Place emphasis upon methods used.

V. Hints for instructors.

Because of time limitations most of mechanical work will have to be prepared for students beforehand.

METHODOLOGY

Introduction

Lecture--2 periods

I. Objective:

A. To prepare the student for subsequent instruction.

B. To introduce the five-step method of instruction.

II. References:

Korch, R. Randolph, and Estabrooke, Edward C., 250 Teaching Techniques, Bruce Publishing Co., Milwaukee, 1943.

Manual for Naval Instructors, NavPers 16103.

Instructor's Guide, T.O. No. 30-1-3, Army Air Forces.

Instructor's Handbook, MCS 2-6, 1948.

III. Training Aids:

Army Training Film, "Military Instruction", Navy No. MA-1479.

IV. Outline:

Lecture--1 period

A. Technical Aspects of teaching.

B. Characteristics of good instruction.

1. Proper introduction of lesson.
 2. Follow an approved lesson plan.
 3. Use step by step lesson presentation.
 4. Utilize accepted principles of learning.
 5. Provide for student to learn by doing.
 6. Make effective use of proper teaching methods.
 7. Make efficient use of proper training aids.
 8. Make proper summaries.
 9. Adequate evaluation of student's learning.
- C. The teaching process.
- A. The five-step method.
 - B. Brief discussion of each step.
- D. Show training film.

Preparation

Lecture--2 periods

Application--4 periods

I. Objective:

- A. To impress student with the importance of thorough preparation.
- B. To acquaint students with methods of preparation and use of the lesson plan.
- C. To develop skill in preparing lesson plans.

II. References:

Lamb, Marion M., "The Use of the Lesson Plan," Business Education World, December, 1946, pp. 193-195.

Instructors' Handbook, MCS 2-6, 1948.

Manual for Navy Instructors, NavPers 16013.

Mursell, James L., "The Lesson Plan and Its Psychological Development," Business Education World, November, 1946, pp. 137-139.

Shipboard Training Manual, Part 2, NavPers 90110.

III. Training Aids.

"The Lesson Plan," Strip Film SN-98.

Mimeographed sample lesson plans.

IV. Outline:

A. Purpose and value of lesson plan.

1. Definition--A written lesson plan is a blueprint of instruction, designed to show what is to be taught and how it is to be taught.

2. Purpose.

- a. To standardize teaching.
- b. To assure complete coverage of essential material.
- c. To assure best use of class time.
- d. To assure effective usage of factors that promote learning.
- e. To assure proper allocation of time to each part of lesson.
- f. To define objectives of the lesson.

- g. To serve as means of relating each lesson to a course of study.
- h. To provide a definite, visible plan that may and should be reviewed and revised on the basis of results shown by tests.

3. Value.

- a. Gives instructor confidence.
- b. Allows instructor something tangible on which to make a rapid checkup before teaching.
- c. Aids in presenting material in proper sequence for effective learning.
- d. Provides schedule on which instructor can time himself.

B. Acceptable lesson plan form.

1. Parts of a lesson plan.

- a. Title of the lesson.
- b. List of objectives--simple, concise and complete statements of what the students are expected to learn from the lesson.
- c. Training aids to be used--films, strip films, mock-ups, actual equipment, recordings, charts, maps, etc.

- d. References--printed and mimeographed sheets, pamphlets, books.
- e. Introduction--warm-up or motivation by use of stories, illustrations, overview of topics to be studied, or relation to other lessons.
- f. Presentation--brief description of procedure to be followed and outline of subject matter.
- g. Summary--brief summary of important points covered.
- h. Application--"doing" by students to make use of new knowledge and skills.
- i. Examination--evaluation of lesson.
- j. Assignment--indication of relation of present lesson with next assignment.

C. Preparation of lesson plans.

- 1. Determine the lesson objective.
- 2. Analyze lesson materials and key points.
- 3. Research for proper references.
- 4. Determine training aids to be used.
- 5. Plan method of instruction.
- 6. Outline material to be presented.
- 7. Plan application.
- 8. Prepare tests.
- 9. Prepare summary.

10. Allocate time.

11. Check lesson plan for all important points.

E. Method and importance of prior preparation of classroom, training aids, and demonstration material.

F. Rehearsals.

V. Application.

A. Application periods to consist of two two-hour periods in which one hour of each is a preparation period for preparing a lesson plan.

B. Have students prepare two sample lesson plans which will be presented and discussed in two one-hour classes.

VI. Hints to instructors.

It is suggested several arrangements of lesson plans be made available in mimeographed form. In the application phase students should prepare lesson plans on some part of the subject they expect to teach in the schools.

Lecture

Lecture--2 periods

I. Objective:

- A. To discuss use of the lecture method.
- B. To give suggestions for presentation of lecture.
- C. To familiarize the student with the most common errors of presentation.

II. References:

Instructors' Handbook, MCS 2-6, 1948.

Manual for Navy Instructors, NavPers 16103, Feb., 1944.

Mueller, A. D., Principles and Methods in Adult Education, Prentice-Hall, New York, 1937.

III. Outline:

A. Reason for use.

1. To create interest, to influence, stimulate or mold opinion.
2. To impart information.

B. Characteristics.

1. Lecturer must be expert in subject knowledge and delivery must be interesting.
2. It puts emphasis on instructor activity, rather than student activity.
3. Encourages receptivity on part of learner.
4. Its lack of visual appeal can be partly offset by proper use of training aids.

C. Suggestions for preparation.

1. Adapt material to educational level of the audience.
2. Decide exact points to be covered.
3. Study best available material.
4. Arrange material in most teachable order.
5. Plan to use charts, drawings, and other illustrations.

6. Jot down points to be covered on a card at which you can glance while talking.
7. Rehearse lecture aloud.
8. Do not have lecture too long.

D. Use of the voice.

1. Pitch.
2. Volume.
3. Speed.
4. Most common errors in use of voice.

E. Presentation of lecture.

1. Conversational tone.
2. Use short and clear sentences.
3. Use actual happenings and experiences as illustrations.
4. Use humor only if it illustrates the point.
5. Emphasize points that will improve students' understanding.
6. Develop pleasing and confident personality.
7. Develop own natural style, not an imitation of someone else.
8. Make each student feel as if lecture is directed at him.
9. See and understand reactions of students during lecture.

D. Application procedures for use with lecture.

1. Plan for and inform students of test or discussion to follow.
2. Provide for note-taking.
3. Use of questions during lecture.

E. Advantages of lecture method.

1. Many ideas can be presented in a short time.
2. Can be presented to large group.
3. Provides basic materials.
4. Effective introduction to a conference period.
5. Summarizes materials rapidly.
6. Can be adapted to abilities and interests of any group.
7. Subject matter can be changed or modified easily.
8. Provides opportunity to present material from instructor's own experience.

F. Disadvantages.

1. Cannot be certain if lecture is making proper impression.
2. Difficult to maintain interest.
3. Does not require student participation.
4. Easily becomes time consuming.
5. Danger of deviation from main topic.
6. Problem solving is limited.

IV. Hints to instructors.

- A. Prepare and use charts to emphasize major points.
- B. Prepare appropriate questions for student participation.

Demonstration

Lecture--2 periods

Application--4 periods

I. Objective:

- A. To familiarize the student with the techniques of conducting a demonstration.
- B. To give the student an opportunity to conduct demonstrations.

II. References:

How to Give a Demonstration, NavPers 16301.Instructors' Guide, T.O. No. 30-1-3, Army Air Forces.Shipboard Training Manual, Part 2, NavPers 90110.

III. Training Aids:

"Giving a Shop Demonstration," Navy Training Film No. MN-188.

"Learning by Doing", Navy Training Film No. MN-5328B.

IV. Outline:

- A. Definition--The process of showing and explaining to students how to do something with tools, materials, and equipment used on job.
- B. Characteristics.
 - 1. Adaptable to classroom or shop instruction.

2. Can be used with individuals or small groups.
3. More difficult with very large groups.

C. Suggestions for preparation.

1. Prepare lesson plan from job analysis.
2. Select and set up necessary equipment.
3. Rehearse demonstration, timing carefully.
4. Arrange tools, machines, and training aids for maximum use.
5. Determine the best location for student observation.

D. Conducting the demonstration.

1. Prepare the students.
 - a. Arouse interest.
 - b. Put students at ease.
 - c. Find out what students already know.
2. Give the demonstration.
 - a. Large group technique.
 - (1) Explain and show complete process.
 - (2) Repeat and emphasize steps in process.
 - (3) Go through process at normal speed, asking and answering questions.
 - b. Small group technique.

(1) Instructor does and tells step by step.

(2) Instructor does while student tells.

(3) Student does and tells.

(4) Student does under supervision.

3. Assign practice and drills for students.

E. Increasing the effectiveness of demonstrations.

1. Make demonstrations short and snappy.
2. Face students while talking.
3. Put special emphasis on important points.
4. Use student assistants when possible.
5. Emphasize safety precautions.
6. Use oral questioning.
7. Test or check promptly after the demonstration.
8. Perform steps accurately under normal conditions.
9. Clarify the meaning of all new terms.
10. Student activity should follow as soon as possible after demonstration.

F. Advantages of demonstration.

1. Employs multiple senses.
2. It is objective.
3. Effective for teaching skills.
4. Stimulates interest.

(1) The Commission shall have the right to

visit the

(2) The Commission shall have the right to

visit the

(3) The Commission shall have the right to

(4) The Commission shall have the right to

1. The Commission shall have the right to

2. The Commission shall have the right to

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16. The Commission shall have the right to

17. The Commission shall have the right to

18. The Commission shall have the right to

19. The Commission shall have the right to

20. The Commission shall have the right to

5. Adaptable to students of varying age and ability.

6. Practically self-motivating.

G. Disadvantages.

1. Time consuming.

2. Limited as to group size.

3. Requires extensive preparation and rehearsal.

4. Necessary equipment not always available.

V. Application:

A. The application phase consists of two hours of preparation and two hours of application.

B. Have each student prepare a demonstration of some simple tool, material or equipment.

C. Have selected students give a short demonstration.

Conference

Lecture--1 period

Demonstration--1 period

Application--4 periods

I. Objective:

A. To examine the conference as a method of instruction.

B. To acquaint the students with the various types of conferences, especially those used in the Marine Corps school.

C. To provide an opportunity for students to lead conferences.

II. References:

Fox, James H., Bish, Charles E., and Ruffner, Ralph W., School Administration, School of Education, George Washington University, Washington, D.C., 1947.
Handbook for Discussion Leaders, NavPers 116975-A.
McBurney and Hance, The Principles and Methods of Discussion.

III. Training Aids:

Prepared charts, emphasizing major points.
Mimeographed sheets listing duties and functions of conference leader.

IV. Outline:

A. Definition.

B. Types.

1. Small group.
2. Panel.
3. Dialogue.
4. Forum.
5. Seminar.
6. Symposium.

D. When used.

1. When members have some knowledge of subject.
2. When knowledge of members may be of some value.
3. In introduction phase of a lesson to allow participation to develop interest.

4. With lecture or demonstration to check on student's knowledge.

E. Characteristics.

1. Results in acceptance of good suggestions and rejection of bad ones.
2. Stimulates individual thinking.
3. Tendency for right answers and right solutions to dominate.

F. Qualifications of the leader.

1. Leaders can be trained.
2. Must have respect for opinion of others.
3. Must be patient and able to get along with others.
4. Must believe collective wisdom and good judgment are better than those of any single member.
5. Need not be an expert on the subject or an excellent public speaker.

G. Duties and functions of the leader.

1. Before the conference.
 - a. Arrange for proper seating.
 - b. Eliminate all possible distractions.
 - c. Check lighting and ventilation.
 - d. Prepare introductory remarks.
 - e. Prepare discussion outline.
 - f. Have training aids and materials available.

2. During the conference.

- a. Keep an informal attitude.
- b. Give introduction--state subject and relate to knowledge of group.
- c. Raise important questions and help group find proper answers.
- d. Keep discussion on right track.
- e. Curb the too-talkative--encourage the shy.
- f. Reach a conclusion--all need not agree.
- g. Keep main points on blackboard.
- h. Conclude discussion promptly before interest wanes.

V. Application:

- A. The application period should consist of two periods of preparation and two of application.
- B. Have each student prepare a conference outline.
- C. Have selected students conduct a short conference in accordance with their prepared outline.

Application--Introduction

Lecture--1 period

I. Objective:

- A. To acquaint the student with the importance of the application phase of the teaching phase.
- B. To teach the student the technique of its utilization.

II. References:

Instructors' Handbook, MCS 2-6, 1948.

Instructor's Guide, T.O. 30-1-3 Army Air Force.

Shipboard Training Manual, NavPers 90110.

Army Instruction TM 21-250 War Department, 1943.

III. Training Aids:

Photographs, slides showing groups at work under supervision of instructor.

Sample Instruction Sheets: information, job, assignment.

IV. Outline:

A. Definition--supervised student activity in instruction.

B. Purpose.

1. To provide students with an opportunity to put into practice what they have learned.
2. To correct student errors on the spot.
3. To develop accuracy in student performance.
4. To develop effective student habits.
5. To ascertain student attitudes and aptitudes.
6. To develop leadership qualities among students.
7. To develop teamwork and cooperation among students.

C. Types.

1. Coach and pupil.
2. Individual instruction.
3. Group performance--drills, exercises, field problems.

D. Conduct.

1. Student must understand fully what he is to do.
2. Necessary and sufficient equipment must be on hand.
3. Supervision must be careful and continuous.
4. Students must be given standards of performance.
5. This phase must be criticized upon completion.

E. How to use.

1. With lectures.
2. With demonstrations.
3. With conferences.
4. With map and terrain exercises, troop leading exercises, and field problems, which will be taken up in detail in subsequent lectures.

Application--Map and Terrain Exercises Lecture--1 period

I. Objective:

To familiarize the student with the process of conducting map and terrain exercises.

II. References:

Instructors' Handbook, MCS 2-6, 1948.

Military Training, FM 21-5, War Department.

III. Training Aids.

Mimeographed sample problem sheets.

IV. Outline:

- A. Use of map and terrain exercises.
- B. Requirements for student's solution.
 - 1. Estimates.
 - 2. Decisions.
 - 3. Plans or orders.
- C. Choosing the terrain.
- D. Writing the situation.
 - 1. Strength, location and mission of enemy.
 - 2. Strength, location, and mission of friendly forces.
 - 3. Achieving clarity, brevity, and reasonableness.
- E. Forms for stating the tactical situation.
- F. Conduct of exercise.
- G. Critique.

Application--Troop Leading Exercises Lecture--1 period

I. Objective:

To familiarize students with the process of conducting troop leading exercises.

II. References:

Instructors Handbook, MCS 2-6, 1948.

III. Training Aids:

Mimeographed sample problems.

IV. Outline:

A. Use of troop leading exercise.

1. To train leaders of small units.
2. To bridge gap between map and terrain exercises and field problems.

B. Requirements for students.

C. Characteristics.

1. The TLX is rigidly controlled.
2. The TLX does not involve a test of the tactical judgment of the student, but rather the mechanics of troop leading.
3. The TLX consists of a single situation of a short duration. It may be halted at any time to correct errors.

D. Conduct of the TLX.

E. Critique.

V. Hints to instructors:

Distribute several sample problems, and go through these problems in detail, showing how to conduct the problems, what errors to look for, and how to correct these errors.

Application--Field Problems

Lecture--1 period

I. Objective:

To familiarize the student with the process of conducting field problems.

II. References:

Instructors' Handbook, MCS, 2-6, 1948.

Military Training, FM 21-5, War Department.

III. Training Aids:

Mimeographed sample plan for a field problem.

IV. Outline:

A. Purpose of field problems.

B. Student requirements.

C. Preparation.

1. Creating the situation.

2. Choosing the terrain.

3. Providing for physical characteristics of battle.

3. Plan of control.

D. Duties of the instructor.

1. Orientation of students.

2. Guidance.

3. Observation.

E. Critique.

TESTING AND STUDENT EVALUATION

Testing Techniques

Lecture--1 period

I. Objective:

- A. To introduce the subject of educational evaluation and measurement.
- B. To emphasize the importance of correct testing.
- C. To develop an understanding of the various testing techniques.
- D. To develop an understanding of the criteria for good testing as a basis on which may be developed skill in preparing sound tests.

II. References:

Constructing and Using Achievement Tests, NavPers 16808.

Instructor's Guide, T.O. 30-1-3, Army Air Forces.

Shipboard Training Manual, NavPers 90110.

Rinsland, Henry D., Constructing Tests and Grading, Prentice-Hall, New York, 1937.

Ross, C. C., Measurement in Today's Schools, Prentice-Hall, New York, 1947.

III. Training Aids:

Mimeographed copies of different types of tests.

IV. Outline:

A. Purpose of testing.

1. Helps student to:

- a. Focus attention on important points.
- b. Recognize where he is weak.
- c. Determine his progress.

2. Helps instructor to:
 - a. Evaluate effectiveness of his instruction.
 - b. Determine what needs to be reviewed.
 - c. Recognize individual differences.
 - d. Determine if student is ready to advance.
 - e. Assign grades.
 - f. Encourage and challenge students.
- B. Types of examinations with brief description.
 1. Written.
 - a. Essay type.
 - b. Objective type.
 - (1) True-false.
 - (2) Multiple choice.
 - (3) Matching.
 - (4) Single answer.
 - (5) Completion.
 2. Performance.
- C. Advantages and disadvantages of each type.
- D. Administration of tests.
 1. Giving the test in the same way.
 2. Giving the test under the best possible conditions.
 3. Results of proper administration.
 4. Points to check.

Written Tests

Lecture--2 periods

I. Objective:

- A. To give the knowledge necessary for construction of written tests.
- B. To teach students to formulate written tests.
- C. To explain the construction and application of scoring keys.

II. References:

Constructing and Using Achievement Tests, NavPers 16808.

Instructor's Guide, T.O. No. 30-1-3 Army Air Forces.

Shipboard Training Manual, NavPers 90110.

III. Training Aids:

Mimeographed copies of tests showing right and wrong types of questions.

"Designing Examinations", Navy Film No. SN-96A and SN-96B.

IV. Outline:

- A. Approach to written test construction.
 - 1. Determine area test is to cover.
 - 2. Analyze and select items of most importance in this area.
 - 3. Select a representative sampling.
- B. Essay Type.
 - 1. Framing the question.

- a. Make clear and concise.
- b. Allow for only one correct answer.
- c. State questions so that they can be answered in short statements.

2. Constructing the test.

- a. Limit the number of questions to allow completion within time available.
- b. Include some easy and some difficult items.

3. Weighing the items.

- a. Assign more points to difficult questions.
- b. To permit ease in grading, total weights should equal 100.

4. Preparing the scoring key.

- a. Set forth the correct answer for each question.
- b. Arrange so that key can be placed beside test paper.
- c. Check the key for accuracy.

5. Checking for validity and reliability.

C. Objective type.

1. Writing the test items.

- a. Multiple choice.

- (1) Statement to be completed or question answered.
- (2) At least four choices should be used.
- (3) Bring space for answer to edge of paper.
- (4) List choices in column.
- (5) State questions that will tend to require reasoning power--- not just memory.

b. Matching questions.

- (1) Make directions clear.
- (2) Limit to one subject in each item.
- (3) Avoid clues.
- (4) Thoroughly distribute order of questions and answers.
- (5) Have three to six more answers than questions in each item.
- (6) Put space for answers on edge of paper.

c. Completion items.

- (1) Be sure there is only one answer.
- (2) Use just one blank for a single sentence.
- (3) Omit only key words student should know.

(4) Thoroughly mix true and false items.

(5) Avoid giving clues.

(6) Subtract number wrong from number right to get raw score.

2. Constructing the test.

- a. May be made up of one or a combination of objective types.
- b. Determine the total number of items on basis of time available.
- c. Weigh the items--multiple choice and matching items given more weight than true-false.

3. Constructing the scoring key.

- a. Set down correct responses for each question.
- b. Place on narrow strip of paper--one strip for each page of the test.
- c. Arrange strips so that responses are exactly aligned with spaces provided for answers on test paper.

Performance Tests

Lecture--1 period

I. Objective:

- A. To give students information necessary for construction of performance tests.

- B. To teach techniques by which performance tests can be standardized and made more objective.

II. References:

Constructing and Using Achievement Tests, NavPers 16808.

Instructor's Guide, T.O. No. 30-1-3, Army Air Forces.

Shipboard Training Manual, NavPers 90110.

III. Training Aids:

Tools and materials necessary to demonstrate the administration of a short performance test.

IV. Outline:

A. Preparation of the test.

1. Determine skills and knowledge to be measured.
2. Select job or operation to be measured.
3. Analyze job or operation.
4. Perform test before using in class.
 - a. Check for timing.
 - b. Note key points that may be measurable to assist in standardization.

B. Administration of the test.

1. Prepare carefully and thoroughly.
2. When student begins work on test, check elements to be measured.
 - a. Quality of finished job.

- b. Skill and accuracy of operation.
 - c. Speed.
 - d. Identification.
3. Establish standards for scoring.
- a. Repeat test with several students.
 - b. Record performance on key elements.
 - c. Determine acceptable standards for elements of performance.
 - d. Assign weights for different elements.
4. Typical operations suitable for performance tests.

V. Hints to instructors.

- A. Prepare and demonstrate a short performance test.
- B. Provide for a short discussion period.

Scoring and Interpretation of Tests

Lecture--2 periods

I. Objective:

- A. To teach the use of scoring keys.
- B. To teach technique of translating raw test scores into classroom grades.
- C. To develop the ability to interpret test scores as a means to evaluate the instruction and the student's mastery of the subject.

II. References:

Constructing and Using Achievement Tests, NavPers
16808.

III. Training Aids:

Samples of scoring keys.

Graph paper

Wall charts showing grade translation graph, grade distribution sheets and distribution curves.

IV. Outline:

A. Scoring keys.

1. Purpose of scoring keys.
2. Types of scoring keys.
3. Construction of scoring keys.

B. Interpretation of scores.

1. Use of test scores.
2. Translation of raw scores into grades.
 - a. Arrangement of test scores on distribution sheet.
 - b. Establishment of high and low grades with reference to spread of scores.
 - c. Allocation of grades through proportion.
 - d. Allocation of grades through translation graph.

C. Analysis of area of failure.

D. Analysis of distribution of scores.

E. Evaluation of testing program in terms of validity and reliability.

V. Hints to instructors.

- A. This presentation will require a great deal of painstaking preparation.
- B. Techniques outlined for use of distribution sheet and grade translation graph, as well as the use of proportion, will need to be demonstrated.

SUMMARIES, REVIEWS AND CRITIQUES

Summaries, Reviews and Critiques

Lecture--1 period

I. Objective:

To acquaint the student with the final phase of the teaching process.

II. References:

Instructors' Handbook, MCS 2-6, 1948.

Army Instruction, TM 21-250, War Department, 1943.

III. Outline:

A. Purpose of summaries, discussions, reviews, and critiques.

1. To allow the instructor to summarize and re-emphasize important material presented.
2. To allow students to ask questions and raise objections.
3. To bring out good and bad points in applicatory exercises.

- B. Summaries and discussions of lectures, demonstrations and conferences.
- C. Critique of field exercises.
 - 1. Preparation for time and place.
 - 2. Standards of achievement to be applied as a basis for important points.
 - 3. Impromptu nature of critique.
 - 4. Note taking during observation.
 - 5. Form for critique.
 - 6. Constructive criticism
 - 7. Summary of tactical lessons.
- D. Discussion of examinations.
 - 1. Time for discussion.
 - 2. Preparation.
 - 3. Avoidance of arguments.
 - 4. Presentation of correct solutions.

TRAINING AIDS

Training Aids--Purpose, Functions, and Types Lecture--1 period

I. Objective:

- A. To acquaint students with the importance of using training aids as a part of instruction.
- B. To emphasize the different types of training aids and the function of each in the learning process.

II. References:

How to Use Training Aids, NavPers 12500.

Dale, Edgar, Audio-Visual Methods in Teaching, The Dryden Press, New York, 1946.

Dent, Ellworth C., The Audio-Visual Handbook, Society for Visual Education, Chicago, 1946.

Catalog of Training Films for the United States Navy and Marine Corps, NavAer 00-80-V-69.

List of Training Films, Film Strips, and Film Bulletins, War Department, FM 21-7.

III. Training Aids:

Samples of all visual aids to be used in the demonstration phase.

IV. Outline:

A. Importance of Training Aids.

1. Increase uniformity in training.
2. Save time.
3. Increase student interest.
4. Increase student retention.
5. Improve student understanding.

B. Types--description and demonstration.

1. Blackboard.
2. Charts.
3. Posters.
4. Pictures.
5. Recordings.
6. Actual equipment.
7. Mock-ups.

8. Models.
9. Special Devices.
10. Motion pictures.
11. Strip film.
12. Exhibits.

C. Selection and preparation of training aids.

1. Select and prepare training aids on basis of need and availability.

- a. Determine what aids are needed.
- b. Determine what aids are available from various sources.
- c. Prepare own aids if none are available.
- d. Arrange for procurement and setting up.

(1) Make sure all aids are available and in good condition.

(2) Examine the aids and preview the films to be used.

- e. Arrange for room and proper room conditions.

2. Provide for materials with which students are to work.

V. Hints to instructors:

- A. Review the importance of training aids in World War II.
- B. Stress the importance of using all types of aids.

Training Aids--Selection, Evaluation and Utilization

Lecture--1 period

I. Objective:

- A. To emphasize the importance of selecting the right aid.
- B. To stress the importance of evaluating each aid as to its specific correlation with the course of study.
- C. To discuss and demonstrate the important factors in proper utilization of training aids.

II. References:

Catalog of Training Films for the United States Navy and Marine Corps, NavAer 00-80-V-60.

List of Training Films, Film Strips, and Film Bulletins, War Department, FM 21-7.

How to Use Training Aids, NavPers 12500.

Dale, Edgar, Audio-Visual Methods in Teaching, The Dryden Press, New York, 1946.

III. Training Aids:

"Film Tactics", Navy Film No. Mn-3731.

IV. Outline:

- A. Importance of selection.

1. Selection of aids that will meet specific curriculum and subject matter requirements.
2. Selection of aids that will give purposeful experience.
3. Selection of aids that can be procured at time needed.

B. Reasons for evaluating each aid before it is used.

1. To check on its adaptability to course.
2. To see if the aid was produced to be used at the grade level of your class.
3. To make sure students will understand all words and terms used.
4. To determine if sound and picture are of satisfactory quality.
5. To check exact content of the aid and to determine timing.

C. Utilization.

1. State the purpose for using aid.
2. Point out important facts that the student will be expected to observe.
3. Show how this aid will clarify certain issues.
4. Make sure room is ready for utilization of aid.
5. Conduct follow-up activities.

6. Hold students accountable for contents of aid in examinations.

D. Value of preparation.

1. Assists in the effective organization of the lesson.
2. Assures that necessary equipment is on hand.
3. It is excellent means for planning for student participation.

V. Hints to instructors:

- A. In showing "Film Tactics", prepare class for the showing of film to demonstrate this procedure.
- B. Carry out follow-up procedure after showing of film.

Training Aids--Designing Training Aids Lecture--1 period

I. Objective:

- A. To acquaint students with training aids that have been designed by other instructors.
- B. To suggest methods of planning and designing simple training aids to assist them in their own instruction.

II. References:

How to Use Training Aids, NavPers 12500.

Dale, Edgar, Audio-Visual Methods in Teaching, The Dryden Press, New York, 1946.

III. Training Aids:

Collection of simple training aids that have been designed and constructed by other instructors.

IV. Outline:

A. Demonstration of made-up training aids.

B. Construction of training aids.

1. Simple aids are often as effective as complicated ones.
2. Materials that are suitable.
3. Specific examples of various types that can be made by instructors and techniques in construction.
4. Help available for construction.

C. Criteria for planning and constructing training aids.

1. Is the aid for individual study, small groups or entire class?
2. Is the aid to be used for basic instruction or review?
3. Will the planned aid show concepts that cannot be shown any other way?
4. Is any suitable prepared aid available?
5. Have you used color to advantage?
6. Is the planned aid easy to understand?
7. Is the planned aid accurate?

Training Aids--Tour of Training Aids Library

Demonstration--3 periods

I. Objective:

To acquaint the students with the facilities of the Training Aids Library.

II. Outline:

- A. Conduct a tour of the library.
- B. Explain procedure for procurement of training aids.
- C. Stress importance of utilization of these facilities.

SUPERVISION AND INSTRUCTOR EVALUATION

Supervision

Lecture--1 period

I. Objective:

- A. To teach the basic principles of correct supervision of instruction.
- B. To acquaint the student with the Marine Corps Schools' system of academic inspection.

II. References:

Barr, A. S., et al, Supervision, Democratic Leadership in the Improvement of Learning, D. Appleton-Century, Inc., New York, 1947.

Fox, James H., Bish, Charles E., and Ruffner, Ralph W., School Administration, School of Education, George Washington University, Washington, D.C., 1947.

III. Outline:

A. Definition.

1. Supervision is the business of teaching teachers to improve themselves. It is cooperative, creative and scientific.

B. Principles underlying supervision.

1. The supervisory program must be carefully planned.
2. An environment must be created that is conducive to teacher growth and development.
3. Teachers must be persuaded that satisfactions resulting from personal growth are worth the price.
4. Teachers must be given specific initial help in undertaking projects that lead to personal growth.

C. Supervisory techniques.

1. Individual.

- a. Classroom visitation.
- b. Conferences or interviews.
- c. Visits to other classes by teachers.
- d. Self-rating by instructors.
- e. Research projects.
- f. Directed study.

2. Group.

- a. Teachers' meetings.

- b. Demonstration teaching.
 - c. Evaluative surveys.
 - d. Maintenance of professional library.
 - e. The workshop.
 - f. Supervisory bulletins.
- D. Responsibilities of supervisors.
- 1. Training of instructors.
 - 2. Observation of instruction.
 - 3. Evaluation of instruction.
 - 4. Improvement of instruction.
 - 5. Motivation of instructors.
- E. Explanation of functions of Academic Inspector's Office.

Instructor Evaluation

Lecture--1 period

I. Objective:

- A. To acquaint the instructor with the factors upon which he, as an instructor, will be judged.
- B. To teach the instructor to evaluate his own instruction in order that he may continually improve the quality of his instruction.

II. References:

Barr, A. S., et al, Supervision, Democratic Leadership in the Improvement of Learning, D. Appleton-Century, Inc., New York, 1947.

Fox, James H., Bish, Charles E., and Ruffner, Ralph W., School Administration, School of Education, George Washington University, Washington, D.C., 1947.
Instructors' Handbook, NCS 2-6, 1948.
U.S. Naval Training Bulletin, NavPers 14970, Oct. 1948.

III. Training Aids:

"Self Evaluation Test for Instructors," reprint from U. S. Naval Training Bulletin, 15 March 1946.
Instructor Training Sheet, NavPers 16310.
Mimeographed copies of other evaluation sheets.

IV. Outline:

- A. Purpose of evaluation.
 - 1. To provide a means to measure effectiveness of instruction.
 - 2. To stimulate the improvement of instruction.
- B. Types of Evaluation.
 - 1. Self evaluation.
 - 2. Evaluation by others.
 - a. Supervisors.
 - b. Instructor trainers.
 - c. Other instructors.
- C. Devices used in making evaluations.
 - 1. Check lists.
 - 2. Rating scales.

D. Use of evaluation devices.

1. Make application objective.
2. Criticism should be constructive.
3. Use a basis for conference between instructor and supervisor.
4. Supervisor must use tact.
5. Evaluation should be repeated to provide basis for comparison.
6. Devices must cover all aspects of teaching situations.

E. Factors to be considered in evaluation of teaching techniques.

1. Physical aspects--light, heat, ventilation, room and training aids arrangement.
2. Personal characteristics of instructors--voice, mannerisms, enthusiasm, dress and bearing, resourcefulness.
3. Presentation--preparation, organization, emphasis, questioning techniques, holding attention.

V. Hints for instructors:

- A. Copies of various types of evaluation sheets should be passed around to students and discussed.
- B. Interest and enthusiasm may be stimulated through evaluation of instructor by students.

- C. This class should precede the observation of teaching.

PUBLIC SPEAKING

Public Speaking

Lecture--2 periods

Application--14 periods

I. Objective:

- A. To teach instructors how to give a creditable speech.
- B. To develop in instructors a more effective speaking ability.
- C. To create in instructors more effective thinking, more self confidence, and a better platform personality.

II. References:

- Brigance, W. N. and Immel, R. K., Speech for Military Service, F. S. Crofts & Co., New York, 1943.
- Monroe, A. H., Principles of Speech (Military Edition), Scott, Foresman Co., Chicago, 1943.
- Sarett, L. R. and Foster, W. T., Basic Principles of Speech, Houghton Mifflin Co., Inc., New York, 1936.
- Instructors' Handbook, MCS 2-6, 1948.

III. Outline:

- A. Role of speech in teaching.

1. Must not only know subject, but must be able to present it.

2. Importance of effective speech.

B. Factors in speech situation.

1. Audience.

- a. Must know and understand audience.

- b. Must recognize individual differences.

C. Types of delivery.

1. Impromptu.

2. Extempore.

3. Reading.

4. Memorized.

D. Elements of effective speech.

1. Spontaneity.

2. Directness.

3. Easy, informality.

E. Voice.

1. Audibility.

2. Understandability.

3. Force, pitch, quality and speed.

F. Bodily action.

1. Helps speaker.

2. Helps audience.

F. What should go into a speech.

1. Introduction.

a. Purpose.

b. Methods.

(1) Appeal to special interests.

(2) Arouse curiosity.

(3) Questions.

(4) Striking facts.

(5) Apparently unbelievable statement.

(6) Humorous story.

(7) Novel quotation, hypothesis, or prophecy.

2. Body of speech.

3. Conclusion.

a. Summary.

b. Restatement.

c. Relate to audience interests.

d. Appeal to emotions.

G. Preparation.

1. Preliminary.

a. Choice of subject.

b. Write title.

c. Phrase the specific purpose.

2. Collecting data.

3. Arrange ideas and materials.

4. Practice.

IV. Application:

- A. Time is allotted so that each student will be able to give a three-minute, a six-minute, and a twelve-minute speech, with time for short criticism of each speech.
- B. The first speech should be the student's choice of some subject he is familiar with and interested in.
- C. Students should participate in criticisms.

V. Hints to instructors:

- A. This course should be primarily for the purpose of developing effective speech and confidence.
- B. This course should not be pointed towards techniques of instruction for this will be developed in the practice teaching.

OBSERVATION OF INSTRUCTION

Observation of Instruction

Application--9 periods

I. Objective:

- A. To give the students an opportunity to observe actual teaching.
- B. To give students an opportunity to apply the lesson learned in teacher evaluation.

II. Application:

- A. Schedules of observation should be arranged so that different methods of teaching can be observed.

- B. If possible, this observation should extend beyond instruction in Marine Corps Schools to nearby schools of other branches of the Service, and to civilian institutions.
- C. A period of observation of troop leading exercises or field problems should be included.
- D. Students should be required to evaluate all instruction observed, and a critique held after each observation period.

PRACTICE TEACHING

Practice Teaching

Preparation--45 periods

Application--45 periods

I. Objective:

- A. To give students an opportunity to gain experience and confidence before conducting classes in Marine Corps Schools.

II. Application:

- A. Time is allotted for each student to present three short lessons (30-40 minutes) and for a short critique after each presentation.
- B. Students should be required to present lessons requiring three different types of teaching methods.
- C. Students should be required to present lessons of the subject matter which they will be required to teach in Marine Corps Schools.

- D. It is expected that the students will have to spend much more time on preparation than the forty-five hours allotted.

REVIEWS, EXAMINATIONS AND DISCUSSIONS

Reviews, Examinations, and Discussions

9 periods

I. Objective:

- A. To review and emphasize most important aspects of course.
- B. To check on students' progress.
- C. To give student opportunity to evaluate his progress.

II. Application:

- A. Time is allotted for three periods of review, three periods of examination, and three periods of discussion of examination.
- B. These should be scheduled through approximately equal periods of the course to provide a systematic evaluation.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

1. An instructor should possess the following characteristics:
 - a. Desire to teach or interest in the teaching profession.
 - b. Technical mastery, or thorough knowledge of the subject to be taught.
 - c. A personality suitable to the peculiar demands of teaching. This personality should offer initiative, neat appearance, dignity, cooperation, industry, enthusiasm, judgment, tact, and intelligence.
 - d. Teaching skill, or knowledge of the techniques of instruction.
2. Selection devices, available to the Marine Corps, may be profitably used to select Marine officers who have all the above characteristics except teaching skill.
3. Selected officers must be given a six weeks' course to train them for the job of instruction in Marine Corps Schools.
4. This training course should be of six weeks' duration and should contain the following subjects: orientation

to teaching and to the Marine Corps Schools, educational psychology, methodology of teaching, training aids, supervision and instructor evaluation, public speaking, observation of instruction, and practice teaching.

5. This instruction must be followed up by a period of close supervision and in-service training.

Conclusions

There is a lack of agreement among experienced educators as to what constitutes success in teaching, and therefore, what characteristics are necessary for a successful teacher. Many studies on this subject have been conducted, and as a result of these studies the four desirable characteristics listed do seem to offer the best criterion for selection.

No selection device or devices available today are completely valid or reliable, but it is possible, by the judicious use of an officer's record, to eliminate those officers who are totally unqualified for teaching and to choose those who offer the greatest potentiality. Since the selection will not be perfect, some officers will prove, during the instructor's training course, to be unsuited for instructional duties, and these officers should be assigned to duties which do not involve instruction.

Regardless of training, competent teaching must come with experience, and while gaining this experience, instructors must be guided by experienced supervisors.

In order to improve both the selection procedures and the training program careful evaluation must follow the installation of these programs. Neither should remain static but should be changed according to the results obtained.

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